

St Joseph's Pre- School Play Group

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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Introduction

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Description of the setting

St. Joseph's Play Group has been established in Redhill, Surrey since 1980 and has close links with St. Joseph's Catholic Church. It is managed by a committee of parents. It mainly operates from one designated play room but children also have access to a large hall and an enclosed outside area.

The group is open from Monday to Friday, term time only. Sessions are from 9.15am to 11.45am and from 12.15pm to 2.45pm. The playgroup is registered on the Early Years Register to care for no more than 28 children aged from two to under five years. There are currently 53 children in this age range on roll who attend a variety of different sessions. Of those currently on roll, 37 children receive funding for early education. The nursery supports children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language. The pre-school employs six members of staff who work with the children. Of these, five hold appropriate early years qualifications.

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The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management committee and staff team work well together in helping children make good progress in their learning and development, and promoting their welfare. Parental involvement, together with partnerships with other agencies and settings, are well established and ensure children's individual needs are identified and met. A system of self-evaluation is in place to monitor their working practices and to ensure continuous improvement for children. The arrangement for maintaining and ensuring documentation is in place is mostly effective. The setting is in breach of specific legal requirements relating to accident records and availability of risk assessment records.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- make sure the observations and assessments link closely to the planning and children's 'next steps' in order to challenge their learning and help them build on what they already know and can do.

The effectiveness of leadership and management of the early years provision

The management committee and staff team give a high level of commitment to safeguarding all children. Clear and robust systems for recruitment ensure that

children are cared for by suitable and well qualified staff. A successful induction programme, monitoring and system of appraisal means that staff members implement policies and procedures effectively in practice. Any training and development issues are quickly identified and addressed. The setting has a designated child protection liaison officer. Staff has an extremely good awareness of safeguarding issues, are well trained and understand the procedures for identifying a child at risk of harm and liaising with the appropriate agencies. All the required records that promote children health and safety are in place. Risk assessment and a daily check list helps to ensure that the environment is safe and suitable for the children who attend. However, the accident and incident records lack detail and are not consistently shared with parents. In addition, the record for risk assessment was not available for inspection. These are both breaches in specific legal requirements.

Extremely good use is made of resources at the setting. Staff work well together as a team, creating a positive, harmonious atmosphere and are deployed effectively to ensure children benefit from a high level of support. Space and equipment is well organised to create a welcoming, stimulating learning environment where children have access to very good quality resources that are used well to support children's learning and development. Highly effective arrangements are in place to support children with special educational needs. One member of staff takes responsibility for coordinating their individual educational plans and liaises with the family and health professionals. The setting has particularly good strategies and resources in place to work with children with speech and language issues. These are also effective in supporting communication with children and families who have English as an additional language. There are toys and resources available which represent different people from throughout the community and the wider world including dolls, books and puzzles. In addition children take part in a range of activities which help them to understand and respect diversity.

The management committee and staff team demonstrate a strong commitment to continually improving all aspects of the service offered. Parents can contribute the decision making process through their involvement on the management committee and volunteer parent rota. Self-evaluation is used effectively to identify the strengths and weaknesses of the setting and the group make good use of findings from any other quality checks. Appropriate action has been taken to address the recommendations raised at the last inspection. Strong links are in place with other providers, health professionals and agencies, this ensure continuity and coherence in learning for all children.

The quality and standards of the early years provision and outcomes for children

Children benefit from range of interesting activities which enables them to follow their interests while developing independence and good social skills as they play with their friends. They have the freedom of a large play room and on occasions, also the main hall. Children also benefit from the adjacent outside play area, which

is suitably equipped. Here they enjoy a wide range of outdoor resources to challenge their physical skills and have the opportunity to explore and investigate the natural surroundings.

There is an effectively key person system in place, allowing staff members to get to know individual children very well. They make regular observations on what children do, although the system of recording children's 'next steps' is not consistent. However, despite this, children make good progress in their learning and development. They benefit from a balance of adult-led activities and independent play. Children choose their own activities, enjoy messy play and experience different textures. They thoroughly enjoy a good range of activities which are available for them to access throughout the session. Through themed activities children learn about people who help them and follow this through in role play activities, for example, being a fire fighter where they dress up and use appropriate resources to assist their play experience. Children also access mark making resources such as chinks, crayons, pencils and paints to create pictures and some children are beginning to write for purpose such as their name.

Children's speech and language acquisition is consistently promoted through the excellent interaction with staff and singing nursery rhymes and songs with other children and staff. Children explore and experiment with sand and water, filling utensils and watching sand fall through sieves. Good resources such as inset puzzles and geometrical shapes engage children in problem solving while staff follow their lead and test their understanding of the patterns they make. Stories are read to children throughout the morning; they choose books and sit comfortably in the book corner with staff who give children personal attention which further promotes their listening and communication skills. Children confidently use a range of information and communication technology equipment, such as a computer and programmable toys. Children develop a knowledge and understanding of the world as they learn about seasonal changes as well as cultural festivals and other resources that reflect the diversity of people in the wider community.

Children learn how to keep themselves safe through everyday activities, including fire drills and safety awareness when they go on outings. They follow simple instructions to play safely with their friends and are mindful when using climbing equipment. Children eagerly participate in exercise and eat well to keep their bodies healthy. Fresh drinking water is always available and children pour themselves drinks from suitably sized jugs. Snack time is a sociable time when children interact with their friends and adults. They talk about their feelings and begin to form strong relationships with others.

Children behave well and they are learning boundaries and what is expected of them. Praise from staff reinforces positive behaviour and children share well, take turns and consider others feeling with little prompting. For example a child willing gives up their triangle so another child could take a turn. The children make a positive contribution to the wider community by participating in annual events such as the community Mass for end of term leavers.

Overall, this is very well resourced play group setting with skilled and enthusiastic

staff who create imaginative learning experiences for all the children in their care.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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