

St Andrews Playgroup

Inspection report for early years provision

Unique reference number EY271783
Inspection date 29/06/2012
Inspector Margaret Moffat

Setting address St. Andrews Church, Hatters Lane, High Wycombe,
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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

St. Andrews Church Playgroup opened in September 2003 and is privately owned. It operates from the church hall at St. Andrews Church in Totteridge, High Wycombe. There is access to an enclosed outdoor play area. A maximum of 26 children may attend the setting at any one time. The playgroup is open Mondays, Tuesday, Thursday and Fridays during school term times. Sessions are from 9.15am until 12.15pm. The playgroup also runs a lunch club on Mondays and Fridays between 12.15pm and 1.15pm. The playgroup is registered on the Early Years register and the voluntary and compulsory parts of the Childcare Register.

There are currently 28 children aged from 2 years to 4 years on roll. The playgroup is funded to provide free early education for two, three and four year olds. Children attend from the local community and surrounding area. The playgroup currently supports a number of children with learning difficulties and/or disabilities.

A team of seven staff work with the children. The owner is a qualified early years teacher, and the other staff hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development as staff provide them with a range of interesting and stimulating activities in all areas of learning. The majority of the day is organised well to meet the individual needs of the children. There are effective systems in place to support partnerships with parents and others. Parents have generally good opportunities to be involved in their children's learning. The commitment to improving the outcomes for children is evident in the evaluation systems in place and the action plans for future development, and capacity to improve is good.

What steps need to be taken to improve provision further?

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

- provide parents with further opportunities to contribute to their children's learning and development records.
- review the organisation of group times to ensure all children's individual needs are met.

The effectiveness of leadership and management of the early years provision

The manager and her dedicated staff team work effectively together to promote the outcomes for children. Policies and procedures outline the service provided and are readily available for parents. There are good recruitment and induction systems, which ensure staff are suitable and hold relevant childcare qualifications for their role. Staff demonstrate a good understanding of safeguarding issues and the procedures they would follow if they had concerns about the children in their care. Daily check lists are in place, and written risk assessment records ensure children remain safe in their environment. All visitors to the setting sign in on arrival, and staff are vigilant on who they let into the building during operating times.

There are effective procedures in place to support children with specific needs and those who learn English as an additional language. All children learn simple sign language. Children receive individual support from knowledgeable staff. Children have many opportunities to learn about the world around them. Children learn about other cultures and beliefs through being introduced to celebrations and traditions through planned activities. They take part in local outings, and this helps them learn about the community they live in. Children have access to a range of equipment which promotes positive images of the wider world.

Staff organise the setting well to maximise the play opportunities for the children. The introduction of trolleys and the photograph books of the activities in the setting help children make independent choices in what they would like to play with. Good use is made of display boards to show photographs of children at various activities, such as a visit to the post office, having fun with the parachute and holding the large snails when they came to visit. Children's artwork and educational posters are also available. All this gives children a sense of belonging and much to talk about.

There are good procedures in place to work with outside agencies and other settings the children attend to promote consistency in each child's care and learning. Staff develop good partnerships with parents and are on hand at the beginning and end of the sessions to share information with regard to their children. Parents are aware that they can see children's development records when they wish, and they have opportunities to discuss their children's development in more detail as they are invited to half termly meetings. However, parents do not yet contribute fully to their development records. Parents are encouraged to be part of their children's learning through the library system the setting runs. They also receive information on how to develop children's communication and language skills through the chatter boxes that are available for them to take home. These boxes contain props and books on different subjects such as animals, cars and dinosaurs, and parents are encouraged to use them at home to help children in these skills.

The setting uses self-evaluation effectively to identify its strengths and areas for improvement and to promote good outcomes for children. Staff and parents make

contributions through staff meetings and parental questionnaires. Recommendations from the last inspection have been addressed. The setting also follows guidelines set by the local authority during their regular visits, and has been asked to take part in a number of initiative schemes run by the local authority, as they are always looking for ways to improve the quality of the setting. This shows a commitment to ongoing improvement.

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

Children are very happy and settled in the setting. They show confidence as they approach staff easily for additional activities, help and cuddles. This shows good trusting relationships. Children behave well and benefit from the consistent praise and encouragement they receive from the staff. Staff gently remind them not to run indoors and reiterate the rules of the setting. This helps them develop a sense of right and wrong.

The planning and assessment works well to help children make progress in their learning and development. Staff make observations of the children and use them to plot their progress across the areas of learning and to plan their next steps in learning. Planning takes account of children's interests and activities to support their individual needs. Children have scrap books containing many photographs of them involved in activities and samples of their work. Staff demonstrate a good understanding of how children learn and provide them with good support during activities. For example, as children approach the board containing information on who is in the setting today, staff ask them which group they are in. Children confidently pick up their colour-coded nameplate saying 'the yellow group and this is me'. Children also help younger children find their names by indicating the letter and sound their name begins with, and staff praise them for their efforts and kindness. Children count the number of people in the yellow group, and staff ask them if they can count the number of children altogether in the setting today. Children confidently count to 12 and then, although they know the names of numbers, staff help them with sequencing them up to 20. Staff generally deploy themselves well throughout the day to meet the needs of the children. However, the organisation of large group times does not fully meet the needs of some children so they are unable to fully participate, for example during singing time at the end of the session.

Children use their imaginations as they act out their own scenarios in the home corner. They Hoover, iron and play in the kitchen pretending to make the food for the other children sitting at the table. They have opportunities to play on wheeled toys indoors in an area which staff cordon off, and this develops their physical skills and coordination. Children are aware of the routine as they sit patiently holding the egg timers and wait for their turn. Children have great fun as they listen to music through ear phones. They show confidence in using technology as they find the music they want to listen to and fast-forward to find a particular song, stopping and starting the tape until they find it. They dance and sing along

with the tapes and ask others if they would like to listen to the music. Children have opportunities to play with other equipment which helps them gain an understanding of how things work, such as the remote controlled car. They manoeuvre the car well around a large tray, demonstrating their skills of making it move backwards and forwards. They also help other children by showing them which buttons to press.

Children have opportunities to play outdoors in the fresh air each day, and this helps develop their understanding of a healthy lifestyle. They plant and grow flowers, vegetables and fruit in the garden and have opportunities to eat their produce at snack time. For example, the children picked the potatoes and staff cooked them for them to eat. Staff involve children in conversations and activities to promote healthy eating. Children follow good hygiene routines and are fully aware of why they should wash or clean hands at appropriate times. Children show a good awareness of how to keep themselves safe. When the fire bell rings they all line up and follow staff as they walk outside and line up in the designated area. When staff take the register, a few children say yes for others. Staff gently remind them they should only say yes when they hear their own name, and this is very important as they need to know all the children are present. When asked what would happen if it was a real fire, children confidently tell staff you would have to call fireman Sam and he would come and put the fire out.

Children develop useful skills for the future through the activities and experiences staff provide for them. They develop independence by dealing with their own care needs, finding their own coats and shoes, and making good attempts to put these on. They learn about children and their families in other parts of the world who have difficulty accessing water, and this helps them learn about their environment. They take part in many fund-raising activities to support local and national charities helping those who are less fortunate than themselves.

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	2
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	2
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met