

# St Bede's Playgroup

St. Bedes School, West View, Sacriston, DURHAM, DH7 6AB

## Inspection date

07/11/2012

Previous inspection date

27/04/2010

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Teaching and learning are consistently good. Staff have high expectations of children and go out of their way to make sure activities are fun, interesting and appropriately challenging.
- Children have free access to an exciting outdoor area that offers fun, rich and challenging activities which encourage children to be active and explore their own ideas.
- Children's behaviour is good because they feel safe and are fully engaged in all the exciting learning opportunities provided for them.
- Children are well prepared for transition to school due to the close links that have been established with the local school. This supports children successfully in their move to the next stage of their education.

### It is not yet outstanding because

- Opportunities are missed by staff for children to hear the initial sound of words, helping them to link sounds and letters.
- There are limited opportunities for parents to contribute to their children's learning and development records as part of the ongoing observation and assessment process.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the playroom and outdoors.
- The inspector held a meeting with the playgroup manager as well as carrying out a joint observation of a planned activity.  
The inspector looked at planning documentation, a sample of children's observations and assessment records, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day, and the views of the local authority development officer were also taken into consideration through looking at recent reports and improvement plans.

## Inspector

Janet Fairhurst

## Full Report

### Information about the setting

St Bede's Playgroup has been registered since 1993 and is managed by a committee. It operates from a large playroom situated in the grounds of St Bede's Church in Sacriston. The premises are accessed by steps. The setting has use of an outdoor play area.

The group is open Monday to Friday from 9am until 12pm during term time and 12.15pm

to 3.15pm every day. It is registered on the Early Years Register. There are currently 34 children on roll. There are six members of staff working with the children, all of whom hold a recognised childcare qualification.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- enhance the opportunities for children to hear the initial sound of words, helping them to link sounds and letters
- improve opportunities for parents to become more involved in their child's assessment process.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children are very happy and confident individuals who benefit from the good care, activities and play opportunities provided. Staff have a good understanding of the learning and development requirements and use documents, such as the 'Development Matters' in the Early Years Foundation Stage guidance, to monitor and plan their progress. Therefore, children are developing well and make good progress towards the early learning goals. Staff talk to parents about children's likes, interests and capabilities when they first start and also ask parents to complete an information booklet about what their child already knows and can do. This helps staff to form a foundation for children's learning. Staff observe and assess individual children's progress well and record development in their learning journals. They effectively plan and provide a range of varied experiences to help each child reach their full potential. These cover all seven areas of learning, both inside and outdoors, and meet the individual learning and development needs of all children.

The playgroup is especially effective at promoting children's personal, social and emotional development. Children settle quickly at the start of the day and immediately find friends and activities to enjoy. Very attentive staff play alongside the children offering gentle support and encouragement, enhancing their skills with individual attention. As a result, all children, including those learning English as an additional language, are making good progress based on what they can do when starting at the playgroup. Children's language development is given priority and practice is good, with ample opportunity for them to listen and converse. However, in this key area of learning occasionally there are missed opportunities to help children link sounds and letters. Staff use fun number rhymes and colourful props to foster children's awareness of mathematics. As a result, children count

confidently and recognise and use numbers with increasing accuracy. Children develop early writing skills as they enjoy a variety of painting and drawing activities. Role play shows that children are beginning to copy the actions of adults in their life. For example, they pretend to prepare meals and iron the clothes, all of which helps children to make sense of the world around them. Children develop a keen interest in programmable resources and concentrate well as they work through simple programmes on the computer, helping to secure future learning. Visitors to the playgroup, such as the local police officer and fire service, add to children's enjoyment and their knowledge and understanding of the world. Children visit the church, local shops and school.

Children have daily access to the outside play area where they enthusiastically pursue energetic play and show great enjoyment in being physically active. The garden offers excitement to the children's play. For example, they eagerly climb the lower branches of the trees and delight in their achievement. They weave in and out of trees and shrubs as they run around and play hide and seek. Children take full advantage of the large amount of fallen leaves that have been swept into a heap and have great fun jumping and burying themselves in them. Staff take the opportunity to encourage children's vocabulary by encouraging them to describe what the leaves feel like. Children respond with squeals of 'they feel soft' and 'bouncy'. Children are learning about their own lives and backgrounds as well as those of others from around the world. For example, the current project is the Antarctic, where children are developing their knowledge of the Inuit people and the environment they live in.

### **The contribution of the early years provision to the well-being of children**

Children enjoy good relationships with their peers and with staff. Well-established routines and realistic expectations ensure that children learn to do things for themselves. Plenty of opportunities exist for children to make choices in their play, which ensures they are interested in what they do. Children are effectively safeguarded, procedures are in place and staff are vigilant in ensuring that the environment is safe. The children's key person works together with parents to collate information regarding their specific needs and assess what children can do when they start at the playgroup. This ensures that they are able to meet their individual needs and develop secure relationship with children and their parents.

Children are beginning to show care and consideration for each other. For example, one child in the home area cannot find an apron, so her friend decides she will share hers and caringly helps her to put it on. Good relationships between staff and children and good use of praise ensure that children grow in confidence and independence. Staff are good role models; they praise children regularly, boosting their self-esteem. Staff are motivated and attentive to children's needs and are always close by to offer help and support without overly encroaching on their play. Close links to the local feeder school greatly assist the transition to school. This is achieved through their weekly visits where they join the reception class to participate in physical activities and singing sessions. This helps the children to become familiar with the environment and the teaching staff and make the transition to the next stage in their learning seamless.

Staff are well deployed within the setting, ensuring ratios are maintained and that children are well supported. Children learn about keeping themselves safe through the discussions and well-established routines. For example, regular fire drills are carried out in order to increase children's confidence and familiarity with the emergency evacuation procedures. The playgroup offers snacks that are healthy and nutritious. Children can access their snack and drink at any time; this means they are able to make decisions about when they are hungry or thirsty and their flow of play is not interrupted. Children follow effective health and hygiene procedures, such as hand washing, as part of the daily routine. As a result, they are developing a good awareness of the impact of this on their overall growth and development.

### **The effectiveness of the leadership and management of the early years provision**

The manager leads her staff team with enthusiasm and commitment. All staff have a good understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. Educational programmes are well considered and ensure that children make good progress across all seven areas of learning. Monitoring of teaching by the manager is effective. She identifies accurately what staff do well and their impact on children's learning. This results in a competent staff team who enable children to learn well. Secure recruitment and vetting procedures help to ensure all staff are suitable to work with children. Regular staff meetings are held to identify any gaps in children's learning and build upon their previous achievements. The manager carries out appraisals with all staff. This is a two-way process that enables them to highlight strengths and areas for development in practice and identify training to promote their professional development.

The arrangements for safeguarding children are effective. Staff are clear of the reporting procedures and the possible signs to be alert to. All staff have completed child protection training, which helps to ensure that they are fully aware of current issues and that children's welfare is effectively promoted. The playgroup has established positive relationships with parents. They provide a good range of written information for parents, such as newsletters and access to its policies and procedures. Parents complete initial settling-in documents which indicate children's immediate interests and needs upon entry to the playgroup. This ensures that children's routines and preferences can be taken into account to promote their welfare. Parents' ongoing involvement in their children's learning is mostly achieved through their access to the playgroup's website. However, for those parents who do not have access to the internet this limits their involvement. Parents are aware that staff complete learning journals for their children and understand they can see them at any time. However, parents comment that they would also like a more formal opportunity to sit with their child's key worker and discuss their child's progress. The manager has identified this as an area for improvement and is planning to resume parents meetings in the new year.

The manager demonstrates a strong ambition to drive improvements and has worked hard to move the setting on. The playgroup uses the local authority self-review scheme to help them identify and target areas for future development. For example, they have already

developed the service by offering afternoon sessions and are planning to resume parents meetings to provide a more formal time for both key person and parent to discuss their child's progress. Parents also share their views on the playgroup through questionnaires, including what the staff can do to make changes for the better.

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	314176
<b>Local authority</b>	Durham
<b>Inspection number</b>	818983
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	16
<b>Number of children on roll</b>	34
<b>Name of provider</b>	St Bede's Playgroup
<b>Date of previous inspection</b>	27/04/2010
<b>Telephone number</b>	0191 3710272

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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