

St Paul's Playgroup

23 Inner Park Road, Wimbledon, London, SW19 6ED

Inspection date	14/11/2012
Previous inspection date	01/11/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children are happy and feel safe in a caring supportive environment.
- Good play opportunities allow for children to enjoy physical play both indoors and out.
- Staff frequently track children's progress by making good use of the current guidance to help them fully identify children's stage of development.
- Good partnership staff have established with parents enables them to effectively work together to promote children's learning within the setting and at home.

It is not yet outstanding because

- Although, children who learn English as an additional language are well supported, there are few resources that show parents and children that their home language is valued, such as dual language books.

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 children in their play.
- The inspector interviewed senior staff.
- The inspector reviewed children's folders.
- The inspector interviewed parents.

Inspector

Janet Williams

Full Report

Information about the setting

St Paul's Playgroup was registered in 1992 and is one of several groups managed by Wandsworth Primary Play Association. It operates from a hall within St Paul's Community Centre in Southfields, Wimbledon. The playgroup is on the Early Years Register and provides funded early education for children aged three and four years. The playgroup is open each weekday from 9am to 12 noon during term time. Currently, there are 14 children on roll. The playgroup supports a number of children who speak English as an additional language. A total of three staff work with the children, all of whom hold relevant early years qualifications.

What the setting needs to do to improve further

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

- improve resources to support children learning English as an additional language, for example, dual language books.

Inspection judgements

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

Good planning systems and regular observations and assessment of children enable them to make good progress in their learning. Prior to children starting parents are asked to complete an observation sheet on their children. This enables staff to know what level children are at to plan for their individual learning needs. Children's learning journey effectively demonstrates how staff effectively support children in their play and learning. The good learning environment provides children with a wide range of challenging and interesting activities to promote each child's future learning and healthy development.

Staff use the Development Matters in the Early Years Foundation Stage as a guide to know whether a child is at their expected level of development. This also helps them to identify any areas where children need more support. Staff are then able to effectively help them through liaising with outside agencies enabling children to catch up with their peers.

Children effectively initiate their own play from a wide range of activities, by using resources creatively and imaginatively to develop their own ideas. For example, they are frequently involved in art and craft, painting, listening and singing song, role-playing, dressing up and participate in playing musical instruments. Children enjoy the shakers, tambourine, beating drums and triangle. There are good activities to promote children's finger control. The good range of crayons, pencils and pens, help develop children's mark making skills well. Older and younger children draw with enthusiasm and show how they can hold the pencil correctly. Children have many opportunities to enjoy looking at books and handling them carefully. They spend time 'reading' and sharing books with friends and adults and can relate well-known stories by looking at the pictures. Story time is used as a good opportunity for children to sit together and be sociable. Staff use good questioning techniques to enable children to respond verbally. This effectively extends children's communication and language skills.

Large play equipment in the outdoor area gives children the opportunity to practise and

develop physical skills. Children negotiate space well when riding and manoeuvring cycles round obstacles. They are able to develop their confidence and self-esteem through climbing up and down the slide. Children enjoy their time outside. The positive learning environment and staff ensure children's capabilities; skills and knowledge promote children's readiness for school.

Children who speak English as an additional language are fully included. Staff learn some words in children's home language so they can understand children's basic requests. The provision has some good visual aids available to help children communicate with staff. For example, the snack menu has photographs of fruit and the name written in the child's home language. However, there are few resources, such as dual language books, for staff to read with children to show how their home language is valued.

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

Children's individual welfare needs are carefully met through good support from staff who knows them well, helping them feel secure and confident. The key person system and regular observations help plan for each child, to ensure that their emotional needs are met. Effective procedures are in place to promote children's health and well-being. For example, regular use of the outside play areas enable children to enjoy the freedom to run and climb, in the fresh air. Children follow good hygiene habits and know why it is important to wash their hands after using the toilet and before meals. Children each day receive a range of healthy snacks including fruit and vegetables, which encourages them to develop healthy eating habits. Fresh drinking water is available at all times and children confidently help themselves or ask for a drink at any time.

Good opportunities are provided for children to explore, be active and creative, covering all areas of the seven areas of learning. Children are developing good relationships and get on well with peers and adults. They understand the need to share and take turns and playing together. Children behave well and respond to request for good behaviour. They understand the rules within the setting, developing and understanding of right from wrong. Routines and good practices promote and teach children about keeping themselves safe. For example, staff frequently explain boundaries, such as why they must not run but walk. In addition, fire drills are practiced to enable children to know what to do in event of an emergency.

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

Children are cared for in a safe and secure environment. Children's welfare is consistently promoted. The comprehensive safeguarding procedures are shared with parents and implemented to help protect children from harm. All documentation required for the safe and effective management of the setting is in place. Regular risk assessments of the premises for both indoors and out enable staff to identify and quickly address any potential hazards. In addition, regular visual checks of toys and resources ensure they are

fit for purpose.

The good deployment of staff ensures that children are well supervised at all times. Rigorous and robust procedures are in place for appointing and vetting new staff. The induction period for new and temporary staff ensures that they understand their roles and responsibilities. All staff are familiar with the comprehensive policies and procedures relating to health and safety, child protection, equal opportunities and the emergency evacuation procedure. Good systems are in place for self-evaluation enabling management to identify areas for driving improvements. Education programmes, planning and assessment are monitored effectively to enable staff to identify and bridge any gaps.

The setting has established a friendly and professional relationship with parents. Positive feedback received from parents indicates how they feel welcome. The effective parent rota encourages them to become actively involve. Staff ensure that parents know how their children are progressing and developing. The good two-way flow of information, and the sharing of continuous observations helps to ensure children individual needs are met. The setting currently has no children currently attending any other early years provision. However there are good systems are in place to enable them to work effectively together to ensure that children's welfare, learning and development is consistent.

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

Unique reference number	123103
Local authority	Wandsworth
Inspection number	887637
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	14
Name of provider	Childcare and Business Consultancy Services
Date of previous inspection	01/11/2011
Telephone number	020 8788 7734

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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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