

Sandbach Heath (St John's) Playgroup

School Lane, Sandbach Heath, Sandbach, CW11 2LS

Inspection date	10/12/2012
Previous inspection date	21/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 thoroughly engage with one another and extend their language and communication skills as they talk about their family during snack times. They laugh and giggle with one another and have fun.
- The staff support children's interests which are defined during discussions with parents and through regular observations. The important resource of time is recognised, as key persons spend time building attachments with the children.
- The children learn about a healthy lifestyle as they dance about with exuberance, pour their own drinks of water and enjoy their bananas and apples.
- Older children take much pride in having a go at writing their own names and show off their artwork to the staff.

It is not yet outstanding because

- Children are not always fully prepared for changes during their daily routines, including new visitors to the setting.
- Opportunities to enhance children's interest about their local community are not fully explored as staff have not invited community members into the setting.

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 held meetings with the manager and members of the staff team.
- The inspector took account of the views of children and parents spoken to and observed on the day.
- The inspector observed activities in the main play areas.
- The inspector scrutinised a range of documentation: assessment records, evidence of staff suitability, policies and procedures, self-evaluation documentation, children's information sheets and the risk assessment records.

Inspector

Mary Henderson

Full Report

Information about the setting

Sandbach Heath (St John's) Playgroup was registered in 1985, on the Early Years Register. The setting is committee run and operates from a purpose built, single storey building adjoining St. John's School in Sandbach. The playgroup serves the local area and is accessible to all children. There are fully enclosed areas available for outdoor play.

The playgroup employs four members of childcare staff. Of these, one holds a level 6 appropriate early years qualification, two hold a level 3 and one holds a level 2. The

playgroup provision is open Monday, Tuesday, Wednesday and Friday from 9am until 3pm. They are open on Thursdays from 9am until 12pm during term time only. Children are able to attend for a variety of sessions and come from a wide catchment area. There are currently 30 children attending who are within the early years age group. The playgroup receives support from the local authority and maintains close links with the host school.

What the setting needs to do to improve further

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

- prepare children for changes that may occur in the routine, such as the arrival of visitors
- ignite children's interest in their local community by inviting visitors into the setting, such as people who help us, to talk about things they do in their work, or people from a range of cultural backgrounds to talk about aspects of their lives.

Inspection judgements

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

Children's development is supported well because the staff provide an extensive range of adult-guided and child-initiated opportunities to extend their learning. The staff make good use of children's freely chosen spontaneous play activities to extend children's communication and literacy skills. They ask them to describe what they are creating as they engage in drawing, painting and trying to write their own name on their work. This helps the children to achieve expected levels of development. The children are able to express their thoughts and opinions and confidently ask questions and make requests as they play imaginatively with the home corner toys and construction resources. Children's physical skills are developing well because they have ample space to run around in the fresh air and be exuberant. For instance, they like to ride their tricycles and engage in ball games in the outdoor play areas.

The staff support children's interests. For example, children's interest in nature is fostered when they enjoy a talk about the lifecycle of a toad as they discuss what they like to eat and where they live. However, children's interest in their local community is not yet fully fostered. There are missed opportunities to encourage the children to learn further about their local community through visitors, such as people who help us and those from different cultural backgrounds. This would further extend children's interest in the world around them.

The staff have developed a good underpinning knowledge of the revised Early Years Foundation Stage. They undertake observations and assessments which are based on children's initial starting points thereby leading to meaningful identification of the next steps in their learning and development. These are then used to ensure children are making good progress and to identify any gaps where children may need support. Staff involve parents in children's learning through discussions and opportunities to provide them with written information about their child's progression in the setting.

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

The children feel secure because the key person system is effective in helping them to feel confident and happy during their time in the setting. The staff provide time for children to be with one another and their key person. This ensures children develop strong attachments thereby fostering their personal, social and emotional development. However, the children are not always appropriately prepared for changes that may occur in their routine. For example, visitors are not always fully introduced to children to ensure they continue to feel confident at all times. Children enjoy chatting about their family life during meal times and giggle as they have fun with one another blowing raspberries across the table.

Children's skills in self-help are fully promoted because they pour their own drinks. They learn about hygiene through routines as they wash their hands after visiting the toilet, after messy play and before eating. Children's self-esteem is raised consistently because the staff praise them for cooperating in activities. For example, children know that up to four children can be at the paint table at one time, so they count one another to ensure there is sufficient space and resources for all to engage in the activity. Conflict is resolved in line with children's development because the staff encourage the children to consider the effects of their actions on others.

The children's transitions are managed well by the staff. The children's school readiness is fostered because they visit the on-site reception class alongside their key person. Here they spend time getting to know the routines and join in various activities with older more able children. The children's key person includes the parents in all transitions to school and ensures the school staff have an awareness of children's learning and development through access to the children's learning and development files. The staff support children's transitions to school further through encouraging them to independently put on their coats, find their bags and visit the toilet independently.

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

The management and staff are clear about their responsibilities to meet the requirements of the Early Years Foundation Stage. Staff are fully informed about the child protection procedures to be followed in line with current policies. Rigorous recruitment and induction procedures ensure that all adults working with children are suitable to do so. All staff receive yearly appraisals and supervision monitoring sessions to identify where support is

needed to improve their performance. This then benefits all children on roll. Regular management and staff meetings are held to discuss and review practice. The staff and management have familiarised themselves with the learning and development requirements of the revised framework. This ensures they are able to assess accurately the educational programme including the planning for children's progress. This further ensures there are no gaps in children's learning and development.

The parents contribute to the initial assessment of children's development and have access to learning journey documents which ensures they are fully informed about their child's achievements and progression over time. The daily two-way written and verbal flow of communication ensures that parents know about their child's experiences in the setting. Parents have free access to the policies and procedures of the setting. Partnership working with other agencies ensures children's needs are identified early and met. The self-evaluation systems in place are robust and include input from the committee management, all staff and children and their parents. The improvement plan in place ensures that changes are made to help benefit all children on roll.

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	305284
Local authority	Cheshire East
Inspection number	895276
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	15
Number of children on roll	30
Name of provider	Sandbach Heath (St John's) Playgroup
Date of previous inspection	21/10/2009
Telephone number	01270 761505

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Type of provision

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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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