

St John Fisher Playgroup

Kineton Road, Coventry, West Midlands, CV2 3NR

Inspection date	17/12/2012
Previous inspection date	30/04/2010

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		1
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

- Staff have a good knowledge of how children learn. They interact effectively with children to help them think and expand on what they know.
- Children are well protected as safeguarding procedures are robust and daily safety checks ensure that they explore and investigate in a safe environment.
- The learning environment, both indoors and outside, is vibrant and stimulating. Children are keen and eager to participate in extremely interesting activities that promote good progress in learning and development.
- Partnership working with parents and other agencies is sound. Therefore, staff are fully informed of children's needs and those who need extra support are well supported.
- The very warm and welcoming environment helps children to feel settled; the effective key person system means that children form strong attachments, so their needs are very effectively met.

It is not yet outstanding because

- Visual aids and prompts to support recognition of different mathematical concepts are not used to best effect to support children's learning in this area.

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 the outdoor learning environment.
The inspector looked at a selection of children's assessment records and planning,
- evidence of suitability of staff working within the setting, the provider's self-evaluation and a sample of other documentation.
The inspector took account of the views of parents spoken to on the day of
- inspection and information included in the self-evaluation documents and parent questionnaires.
- The inspector spoke with the manager, the chairperson and treasurer of the committee and to staff, children and students.

Inspector

Karen Millerchip

Full Report

Information about the setting

St John Fisher Playgroup opened in 2004, is registered on the Early Years Register and is committee run. The playgroup serves the local area and is accessible to all children. It operates from within the grounds of St John Fisher School in Coventry and there is a fully enclosed area available for outdoor play.

The playgroup opens Monday to Friday during term time. Sessions are from 8.30am until 11.30am and 12.30pm until 3.30pm. A lunch club operates from 11.30am until 12.30pm. Children attend for a variety of sessions. The playgroup provides funded early education for three- and four-year-old children. There are currently 53 children attending who are within this age group. It supports a number of children who speak English as an additional language and those with special needs and/or disabilities.

The playgroup employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and the manager holds a degree in Childhood Studies and Early Years. The group is a member of the Pre-School Learning Alliance and receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the visual displays to further promote recognition of number, shape and quantity to encourage the spontaneous use of number during daily activities.

Inspection judgements

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

Staff have high expectations of all children because they find out about what they can do before they start at the playgroup, so that they can plan effectively for children's learning needs. Staff have a good understanding of the children in their care and recognise fully that they learn through play. Teaching techniques support children well and consequently, they make good progress in their learning and development.

A sound system of continual observation and assessment is used successfully to guide children's development throughout their time in the playgroup. Planning covers the seven areas of learning well, which means that children have a wide range of first hand learning experiences. Staff assess what children need to learn next and strategies for individual children are clearly identified in the planning to support ongoing progress.

The learning environment provides stimulating and exciting opportunities for children to independently access a wide range of resources, both inside and outdoors. Children show great curiosity and enthusiasm for learning. They are fascinated by interesting activities where they are able to explore and follow their own interests. For example, they explore

the texture of ice blocks of different sizes and enjoy digging and creating patterns in the sand pit. The opportunity to play outdoors is available at all times during the session and the group provides umbrellas, wellingtons and wet weather clothing to enable children to do so.

Children confidently play educational computer games and praise each other when they successfully complete a matching game. Turn taking and sharing of favourite resources is mostly monitored by the children. They make good use of the 'egg timers' to remind their friends that their time is up and that they must relinquish their seat at the computer or give the new 'buggy and baby' to the next child. Staff provide support for children, who are learning the group rules by offering alternative resources, comfort and age-appropriate explanations.

The indoor and outside environment is print rich and develops children's understanding that print carries meaning. Many posters, displays and signs are written in dual languages that reflect the home language of children in the setting. Children are encouraged to learn about differences in each other as they replicate their faces using skin coloured paper and paints and different textures to represent their hair. These are displayed next to photographs of important people in the child's life. This promotes a sense of pride and belonging.

Opportunities for making marks and creativity are evident in all areas of the setting. Children freely choose to paint pictures or make a snowflake using lollipop sticks, glue and sparkly shapes. They confidently form recognisable letters and some competently write their name on Christmas cards, which they have made. Books are freely available and children choose their favourites to read to each other. Introduction to counting is promoted well during daily routines, activities, songs and action rhymes. However, the use of visual displays that support recognition of numerals, shape and quantity are not as effective in promoting children's learning in this area.

Access to outdoor physical play is excellent and fully promotes the benefits of playing in the open air. Children freely access bikes, climbing apparatus, digging areas, magnifying glasses and binoculars to encourage them to be active learners. Staff support children to develop exploration and investigative skills by using open-ended questions to extend their ideas and by being actively involved in their play. Staff enthusiastically encourage children to 'come aboard the pirate ship' and this promotes discussion about how cold the sea would be. In other areas, children are actively involved in making sparkly play dough, imaginative play with small world figures and a broad range of creative activities.

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

A well-established and very effective key person system fully promotes children's well-being and independence. Staff are very supportive of the children and this helps them to develop secure emotional attachments. Children spend dedicated group time with their key worker during the week and this helps develop their confidence and self-esteem as they have time to share experiences in small groups. Children demonstrate their feelings of security as they happily interact with the staff, students and visitors and seek out staff

when they need support or reassurance.

Daily routines promote children's understanding of keeping healthy. They independently access the toilet and competently wash their hands afterwards. Children, who are afraid of the noisy hand dryer are provided with paper towels to relieve any anxieties. At snack time, children freely choose plates and cutlery, fresh fruit or crackers and cheese and a choice of milk or water to drink. They are fully involved with the preparation of their snack and show great skills in pouring, spreading and cutting. They are very familiar with the routine and place dirty crockery in the sink for the 'helpers of the day' to wash up and dry them. Children show great pride in their ability to carry out these tasks and staff praise and encourage their hard work.

The outdoor play area is vibrant and exciting and tempts children to play outdoors even on the coldest days. They are introduced to an assortment of fresh vegetables, many children are unfamiliar with, such as, aubergines, peppers and garlic. Children are encouraged to break open the vegetables, smell, touch and taste them. This brings about interesting gestures and laughter. When asked what you could make with a potato, children confidently describe the need to peel before eating and then comment that you could make potato soup, mash or roast potatoes. Children then use the vegetables as part of their role play and weigh them before placing into shopping baskets and taking to the home corner. This shows their ability to extend their own play and introduce new ideas.

Staff are excellent role models and ensure children understand how to be kind to one another. Children show exemplary behaviour as they are aware of the consequences of their actions and are confident to resolve minor squabbles and negotiate with their peers to share toys and resources. They learn how to care for living creatures and plants as they care for the giant snails and tend to fruit and flowers, which they have planted in the garden. Children's art work that represents the flowers, which they have planted is displayed in the garden. This further promotes children's self-esteem and confidence, which will support them exceptionally well as they move onto school.

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

The management team provides strong leadership and high ambitions for quality. They have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements and the learning and development requirements. Arrangements for safeguarding children are robust, recently reviewed and fully understood. An effective safeguarding policy is implemented and practitioners' knowledge of child protection is fully up to date. Employment procedures ensure that all staff are checked to confirm that they are suitable to work with children. The manager is passionate about her role and employs a hands-on, active part within the day-to-day routines of the setting. Practice is effectively monitored and reviewed to ensure that professional development is timely to enhance the learning, development and care on offer. Training is based on the needs of the children and includes raising boys achievements and developing speech and language through active play and rhymes.

Daily safety checks and risk assessments are carried out on a regular basis and staff are well-deployed to ensure that children are kept safe. Accessibility to the setting is closely monitored and all visitors identity is checked prior to entry to the playgroup. All children are valued and provision for those with special educational needs and/or disabilities and those who use English as an additional language is sound. Practitioners work in partnership with a range of professionals to promote strong continuity of care. They communicate effectively with local pre-schools and childminders to complement children's learning and to ensure progression.

Staff build good working relationships with parents and they demonstrate a very good understanding of the benefits of working closely with them, so that children's individual needs are met. Parents are valued and their views are sought through daily conversations, the use of questionnaires and a comments box. Parents are extremely happy with the setting and comments received are very positive. They say that staff are very caring and information sharing is good. They are happy with their child's care and especially appreciate the extra effort made to support them when a child is identified as having special educational needs and/or disabilities.

Systems for self-evaluation highlight the playgroup's strengths and weaknesses and clear action plans are used to prioritise areas for development. Recommendations from the last inspection have been addressed well. All involved with the care and learning of the children are encouraged to share their views, so that they can be included when identifying key areas for improvement.

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	EY276846
Local authority	Coventry
Inspection number	893038
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	53
Name of provider	St John Fisher Playgroup
Date of previous inspection	30/04/2010
Telephone number	02476650388

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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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