

Holy Trinity Playgroup

Holy Trinity Church Hall, Off Kilwardby Street, ASHBY-DE-LA-ZOUCH, Leicestershire, LE65 2FR

Inspection date	09/11/2012
Previous inspection date	25/10/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- The skilful team of practitioners have a very good knowledge and understanding of effective methods for implementing the Early Years Foundation Stage and high expectations for children, this means they enthuse, engage and motivate them.
- The effective key person system ensures children show a high level of security and have a good sense of well-being.
- The safeguarding and welfare requirements are understood by the management team and are met. Arrangements for safeguarding children are strong and well embedded into playgroup practices. Clear policies and procedures are understood by all staff and implemented consistently.
- Practitioners complete regular and precise assessments of children and use these effectively to plan challenging and stimulating experiences that meet their needs.

It is not yet outstanding because

- Systems to find out about children's starting points on entry, in relation to their learning and development at home, do not support their learning in 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 took a tour of the setting.
- The inspector observed an adult-guided activity jointly with the Early Years Professional.
- The inspector looked at a sample of learning journey records and had a discussion with a key person.
- The inspector observed child-initiated play.
- The inspector examined a selection of the policies and procedures of the setting.
- The inspector had a discussion with the manager and the member of staff with Early Years Professional status.

Inspector

Sharon Alleary

Full Report

Information about the setting

Holy Trinity Playgroup was registered in 1992 on the Early Years Register. The playgroup is situated within church premises in Ashby-de-la-Zouch, Leicestershire and is committee managed. The playgroup has the use of two ground floor rooms and there is a fully enclosed outside play area.

The playgroup employs 15 members of childcare staff, of these six hold appropriate early years qualifications at level 3. One member of staff has Early Years Professional Status.

The setting opens Monday to Friday term time only. Sessions are from 9.05am to 12.05pm each weekday morning. A lunch club is held from 12.05pm to 1.05pm each day. An afternoon session is available from 1.05pm to 3.05pm on Tuesday and Wednesday. Children are able to attend for a variety of sessions. There are currently 63 children attending who are within the early years age range. The playgroup provides funded early education to three- and four-year-olds. The playgroup supports children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- expand systems for parents to share information about their child's stage of development and learning at home when children first attend the setting.

Inspection judgements

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

Practitioners have a very good understanding of the educational programmes and the seven areas of learning, they provide exciting and stimulating activities to engage and capture children's interests and attention. Teaching techniques are very good throughout the setting. Children's physical development and number skills are supported as they play a game of 'Trolley Dash'. Children participate with enthusiasm and shout for their friends as they race safely around the circle. Children's language is fostered very well through conversations and staff using songs in play routines. Children engage in making marks as they paint the wheels of cars and create a picture. Older children are interested in accessing the computer independently which develops their technology skills. Routine opportunities are used to extend children's learning, for example, they learn about people and communities as they engage in a conversation about Armistice Day. This helps develop their listening, attention and understanding skills.

All practitioners have high expectations of the children and they use their accurate assessments of them to promote their learning and development. For instance, children enjoy getting messy; this interest is extended by taking part in tea bag painting to create

delightful pictures. Staff skilfully observe children and follow this up with running commentaries and skilful questioning that extends their learning. Children's learning is inspired as they engage in activities that involve their favourite cartoon ogre. Children tell parents they cannot wait to return to playgroup to see how this has developed on the wall display.

Children with English as an additional language are fully integrated into the setting. Staff work with these children and their families to develop their English language skills which help them progress well to achieve their full potential. Staff further support these children by learning words in their own language and using these to encourage their personal, social and emotional development. All children are working comfortably within their age and stage of development.

Key people know their children very well and use their knowledge to engage with parents at the start and end of sessions. Parents contribute to records of their children's starting points with important personal, social and emotional information, and these are currently being developed to include information that links to the areas of learning. Key people are effective in using all information about their children to match the learning to each individual child's needs.

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

All children enjoy a warm and close relationship with staff in the setting, especially their key person. They feel secure and, as a result, they are independent in exploring their environment. Practitioners take time throughout the day to spend quality special time with individual children. All the children enjoy cuddles and close contact with staff. Children seek to interact with visitors to the setting and confidently ask questions and talk about the setting and their friends.

Children's behaviour is excellent, for example, they line up sensibly after a particularly physical activity and stand and wait patiently and then walk carefully back to their classroom for a story. Adults act as superb role models as they use positive reinforcement at all times, for instance, 'Can I just say, you are all sitting beautifully', Children display good manners to each other with no prompting and they play respectfully together taking turns and sharing. Staff use constant praise and encouragement which helps to promote children's self-esteem. Children explore their surroundings with confidence, challenging themselves and taking risks as they whizz safely at great speed on their bikes, squealing with delight as staff shower them with leaves.

Practitioners place the utmost priority on the safety of children in the setting. Concerns are shared and discussed with children, for instance, practitioners explain about the dangers of running in the hall. Children listen carefully when practitioners discuss risk and then, consequently, show they feel safe by displaying confident and self-assured behaviour. Children's understanding of a healthy diet is further enhanced by interesting

displays of healthy choices at the children's level. The children have free access between inside and outdoors. Children manage their own personal needs relative to their age and they wash their hands independently before they have a snack.

The setting is an exceptionally well resourced stimulating and welcoming environment throughout. Both indoors and outdoors the resources support children's all round development and promote learning in all areas. Children help themselves to toys and games as all resources are well labelled, this encourages growing independence and cooperation. Staff further capture children's imagination as they introduce enhanced resources, for instance, a selection of flowers, foliage and magnifiers on the nature table. Practitioners provide excellent support as children prepare for the next stages in their development and key people play a large part in settling children into their new key groups within the setting. Culture and diversity is very well represented throughout the setting, this further enhances children's understanding of our diverse society.

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

The management team has a very good knowledge and understanding of the educational programmes. They have effectively cascaded this information to the staff team who are all confident in the areas of learning and how children learn. They have embraced the revised Early Years Foundation Stage, and monitoring of learning and development is detailed and effective. The management team examines planning and assessment to maintain consistency and an accurate understanding of children's skills, abilities and progress.

Children are safeguarded well; all practitioners have a good knowledge of child protection procedures and what to do if they are worried about a child. Very good recruitment and vetting systems ensure children are cared for by suitable adults who are enthusiastic and motivated. All aspects of the environment, both indoors and outdoors, are subject to thorough and regular risk assessments. This ensures children are cared for in a safe environment. A wide range of policies and procedures underpin the efficient running of the setting.

The management works closely with staff and parents to monitor the setting and to identify strengths and areas for further improvement. A thorough self-evaluation details how the provider has plans to continue with the current monitoring of planning and the behaviour management programme. Recommendations from the previous inspection have been successfully applied. The manager and the Early Years Professional at the setting have a positive attitude towards monitoring and supervising staff performance to ensure consistency. Through regular appraisals, staff are encouraged to enhance their knowledge and understanding of good practice by attending courses that benefit themselves and the children. Very good partnerships with parents are fostered, and the provider understands the importance of liaising with external agencies to ensure all children's needs are met.

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	226211
Local authority	Leicestershire
Inspection number	763155
Type of provision	

Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	34
Number of children on roll	63
Name of provider	Holy Trinity Playgroup (Ashby De La Zouch)
Date of previous inspection	25/10/2011
Telephone number	01530560549

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

