

# St John Vianney Playgroup

Glastonbury Avenue, Blackpool, Lancashire, FY1 6RD

<b>Inspection date</b>	17/01/2013
Previous inspection date	13/05/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff make learning fun because they follow the interests of children and use these to extend their learning in a playful way.
- Children enjoy playing outside on a daily basis and independently choose healthy snacks to eat. This means that they are learning how to be healthy.
- Children make good progress in mathematics, because there are a wide range of resources available and staff reinforce mathematics throughout the day.
- Relationships between children and staff are warm and friendly. Children are confident and behave well.

### It is not yet good because

- There is a minor breach of the legal requirement to gain parental consent to seek emergency medical treatment if required.
- Observations of children's learning are not consistently used to plan the next steps for their learning, or to provide targeted support for individual children.
- Parents are not given precise information about the progress their children are making and so are not supported to help them to continue learning at home. In addition, parents are not asked to contribute to an evaluation of the playgroup's effectiveness.
- The appraisal of staff performance is not formalised and so opportunities for staff to be guided in their professional development are missed.

## 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 and staff engaged in a variety of activities, indoors and outside.
- The inspector spoke with all staff and met with the manager, who is also the provider.
- The inspector spoke with children and parents.
- The inspector examined children's learning records and a range of documents, such as, enrolment forms, staff training files and the playgroup self-evaluation form.

### Inspector

Valerie Aspinall

## Full Report

### Information about the setting

St John Vianney Playgroup has been registered on the Early Years Register since 1982 and the registered provider is the manager. The setting is situated in the Marton area of Blackpool and based within a single storey building. Facilities include the reception area, two adjoining open-plan playrooms and the church hall. There is also the provision of an adjacent enclosed outdoor play area.

Currently, there are 23 children on roll aged from two to five years. The setting supports children with special needs and/or disabilities and those, who speak English as an additional language. The setting's opening times are each weekday from 8.50am to 3.20pm in term time only.

The staff team of three hold relevant early years childcare qualifications. The setting retains membership of the Pre-School Learning Alliance and advice, support and training are gained from the local authority.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure all children have the required consents to enable emergency medical treatment to be sought if required.

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

- analyse the information gained through observation and assessment to identify the next steps in learning and demonstrate how these are incorporated into planning
- develop the relationships with parents and carers further to fully involve them in their children's learning and development, enabling them to fully support children's learning at home
- build on self-evaluation by including the views of parents and children, to enable them to contribute to identifying areas for further improvement
- formalise the appraisal of staff, so that specific targets are identified, which will help them to develop their knowledge and skills.

### **Inspection judgements**

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

Children's learning is generally supported across all the areas of learning. Staff follow children's interests and interact to extend their learning. For example, children enjoy stepping onto the large number mats outdoors, so a member of staff joins in, chanting numbers from one to 10 as she jumps along the mats. Children copy her, laughing as they jump along counting to 10. This develops into a hopping game, where the adult models how to hop and children try for themselves. As a result, children are learning in a fun way.

Teaching in the area of mathematics is particularly strong and as a result, children confidently talk about numbers, size and shapes. They recognise the numbers that correspond to their age, know the difference between big and small, long and short and happily name several shapes. Staff read stories to children, which encourage them to recognise rhyming words. Staff read the story and pause to allow children time to respond and they delight in shouting out the rhyming words of the familiar story.

Staff do plan adult-led activities occasionally. Children have been taught about the value of fresh fruit and vegetables through art and craft activities, about different places and people in the wider world, and about unfriendliness. However, staff do not plan consistently to extend individual children's learning across all of the seven areas expected. In addition, staff observe children's development but do not use what they have observed effectively by identifying the next steps in their learning. As a result, opportunities to further enhance individual children's learning by offering targeted support are missed. Staff have friendly relationships with parents and general information is exchanged on a daily basis. Displays welcome parents in a variety of languages and give them information about local health services, supporting children's communication and road safety. However, parents are not asked about their children's development when they start playgroup and do not get specific information about the progress their children are making. As a result, they are not well supported in helping to continue their children's learning at home.

Staff support children, who speak English as an additional language with visual instructions. For example, the snack trolley has pictures that show children the sequence of, hand washing, collecting a bowl and choosing the items to eat. The routine of the session is also displayed as a visual timetable. As a result, children are helped to understand what to expect and so feel more secure.

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

The playgroup layout allows children to independently access a wide variety of resources that provide lots of interesting areas to explore. There are defined areas for books, construction, imaginary play, writing and technology. Smaller spaces allow children to hide away or play quietly. The range of resources freely available ensure that children do not get bored and this contributes to their good behaviour. Older children help younger children. For example, older children sit with younger children at the computer and show them how to use the mouse. Similarly, the outdoor area is well equipped to support children's imagination, as well as to help them to develop their physical skills. Children can use clipboards to write outside, play in the sand and build pirate ships from milk crates. As a result, even on a cold day, wrapped up children freely choose to play outside for sustained periods of time. This helps to encourage children's physical development.

Children help themselves to a healthy snack when they want one. For example, they freely choose from apple slices, breadsticks, raisins and cheese and pour their own drinks. This allows children to develop independence, which will help them to get ready to start school. Most children wash their hands, before food and after the toilet, without prompting from staff. For the few that do not, staff gently remind them. As a result, children become

confident in managing their own personal needs. Children are helped in their transition to different schools because teachers are invited into the setting to meet them before they start. Children also visit the adjacent school with playgroup staff and this helps them to settle in to school quickly.

The relationships between staff and children are warm and friendly. Children enjoy talking to the staff and share information about their home life, for example, discussions about ballet dancing and big brothers and sisters. Having attentive and responsive staff around them, helps children to feel secure.

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

Staff are suitably trained in first aid and safeguarding, and check the environment on a daily basis for unacceptable risks. As a result, children play in a safe and welcoming environment. However, there is a minor breach in the legal requirement to gain parents' consent for emergency medical treatment. A small number of children's records are incomplete. However, as parents contact details are up to date, this breach does not pose a risk to children's safety. Staff are encouraged to attend training courses in a variety of early years subjects and so are continuing to develop their practice. The manager meets with staff on a daily basis at the end of each afternoon session. They discuss any significant issues and suggest ideas to help staff to support individual children. However, there are no formal appraisals of staff performance in place. This means that staff miss opportunities to work towards identified targets to develop their knowledge and skills.

The learning environment is planned to ensure that children have a wide range of resources to support active learning. Staff are deployed well, indoors and outside, and so are on-hand to extend children's thinking and learning. As a result, children are making appropriate progress for their age and stage of development. The manager has begun to reflect on the playgroup's strengths and areas for development. She is aware that the new methods of observing and assessing children, which have been recently introduced, need to be embedded thoroughly to help extend their learning. However, her evaluation has not taken account of the views of parents and children. As a result, parents and children cannot contribute to any action plans for ongoing improvement.

The playgroup works in partnership with local schools because teachers are invited to come into the playgroup to meet children before they start reception class. Playgroup staff visit the adjacent school with the children, who are going to attend. This means that children get to know the new staff, who will be their key person at school, in advance. As a result, the transition to school is smooth for most children. The local authority early years team work with the playgroup to help them to identify areas for development.

### **What inspection judgements mean**

#### **Registered early years provision**

Grade	Judgement	Description
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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>	309469
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	818854
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24

<b>Number of children on roll</b>	23
<b>Name of provider</b>	Agnes Quinn
<b>Date of previous inspection</b>	13/05/2010
<b>Telephone number</b>	01253 694 378

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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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