

St George's Playgroup

St Georges Bicentennial Hall, Church Walk, Altrincham, Cheshire, WA14 4TT

Inspection date

12/02/2013

Previous inspection date

18/09/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 setting develops highly effective partnerships with parents and carers as a result of the superb initiatives for communicating information. This enables parents to become actively involved in their children's learning, which can be continued at home.
- Children are cared for within a bright, very organised, welcoming setting in which they are happy, eager and motivated to learn. They benefit from a broad range of resources and opportunities that support their learning really well.
- The effective management and cohesive staff team are extremely committed to reflecting on their practice. This contributes to the continuous development of the setting and effectively supports children's achievements over time.
- Staff have a good understanding of and give high priority to the safety and protection of children. All staff complete the settings mandatory training programme that includes safeguarding and health and safety.

It is not yet outstanding because

- There is greater scope to enhance children's interest in written numerals within the outdoor play area to encourage them to recognise and match numbers.
- There are opportunities for staff to extend children's vocabulary further, by supporting them to explore the use of words relating to positional language during their play.

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 during adult-led and child-initiated activities in the main hall and outdoor play area, and took account of information on display.
- The inspector held discussions with the manager/registered person and staff, completed a joint observation with the manager and interacted with the children.
- The inspector looked at children's learning records, the planning records, evidence of staff/committee suitability and other relevant documents.
- The inspector took into account of the views of parents spoken to on the day.

Inspector

Sue Birkenhead

Full Report

Information about the setting

St Georges Playgroup was registered in 2003 on the Early Years Register. It is situated in St Georges Bicentennial Church Hall, Altrincham, Trafford, and is managed by a committee. The playgroup serves the local area and is accessible to all children. It operates from the main room of the church hall and there is a fully enclosed area available for outdoor play.

The playgroup employs four members of childcare staff. Of these, three hold appropriate

early years qualifications at level 3 and one is working towards a relevant qualification. The playgroup opens Monday to Friday, from 9.15am to 12.15 during term time only. Children attend for a variety of sessions.

There are currently 27 children on roll in the early years age group. The playgroup provides funded early education for two-, three- and four-year-old children. The setting supports children with English as an additional language and receives support from the local early years team.

What the setting needs to do to improve further

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

- enhance children's interest in numerals within the outdoor environment by, for example, putting a number label on each car or bike and a corresponding number on each parking space
- extend opportunities for children to develop a greater understanding of positional language during outdoor play and when using programmable toys indoors.

Inspection judgements

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

Staff work together well and have a secure understanding of the seven areas of learning to ensure all areas are covered in sufficient breadth and depth. Staff plan interesting and challenging experiences that meet all the children's needs through play and exploration, taking into account their next steps and interests. Activities are consistently linked to a theme, such as musical instruments, to further enhance and consolidate children's learning. The wide range of activities and continuous provision of resources provided sustain children's interests and actively support their learning, in preparation for their future transition to nursery and school. Children are also motivated by staffs' positive interaction during a good balance of adult-led and child-initiated play. Staff ask children open-ended questions and talk to them about what they do, which generally encourages children to express their ideas and build on their vocabulary. However, opportunities to enhance children's use of positional language are not fully explored, particularly when they ride the wheeled toys outdoors, or use programmable toys indoors. As a result, there is scope to do more to encourage children to practice and refine their use of words, such as 'backwards' and 'forwards', 'up' and 'down'.

Staff are skilled at leading group times that engage children. For example, children take part in the 'show and tell' experiences, which involves children bringing items from home to share with the rest of the group. Consequently, children's confidence and communication skills are supported very well. Children are introduced to the 'Persona dolls', which support children's emotional and social development, including their communication skills. Children's learning records contain purposeful observations, their art work and links to photographic evidence and summary reports. The positive progress children make towards the early learning goals is assessed and effectively tracked.

Partnerships with parents and carers are highly effective. Through the superb initiatives parents become actively involved in children's learning. Parents contribute to their child's initial assessment, share observations from home and the setting provides guidance on further activities to support their learning. Positive home links established involve 'Lola' and 'Peppa' who go home with children to engage in activities with the family, which children and parents then provide feedback on. As a result, parents follow consistent practice to extend their child's learning.

Children have opportunities to move freely into the secure outdoor area at times of their choice; effectively promoting their learning and understanding of healthy lifestyles. They explore the wind using streamers and the items displayed help to consolidate children's understanding of various aspects, including the natural world, letters and some number. They enjoy pretending to drive the cars to the park, using their imaginations as they negotiate the balancing bike with control and fill and empty receptacles in the sand pit. They explore the plants in the garden using magnifying glasses, searching for ladybirds, and nurture the plants they grow. This clearly supports their understanding of the natural world.

Many opportunities support the development of children's literacy skills. For example, children are introduced to letters and sounds in an environment that is rich in print. They competently learn to recognise their own names during self-registration and some children label their pictures with their name. Children have independent access to a good range of books and settle down in the cosy area at times, selecting books of their choice to share with others. In addition, they listen to and interact at story times, with interest. Children effectively develop their knowledge of the wider world as they celebrate a wide range of festivals throughout the year, and access a range of resources to promote positive images of diversity. They become involved in local community events at the church, such as Harvest Festival, and arrange fund raising events in support of others. Parents effectively share their culture with children, which provides valuable learning experiences of the wider world. For example, a parent comes into the setting to read to the children in Spanish. Children develop their understanding and skills regarding technology by having continuous access to computers and some interactive resources.

Children generally develop a good understanding of mathematics through play activities, during daily routines and displays indoors and outside. They skilfully count number forwards and backwards during parts of the daily routine, count the frogs on the log outdoors and have access to resources to promote shape, measure and weight. However, there is scope to extend children's learning of number recognition outdoors by, for example, labelling the cars and bikes and associated parking spaces with written number.

Children have fun as they engage in a range of activities that develop their skills in expressive arts and design. They use recycled materials and explore their creativity to decorate and turn discarded boxes, plastic bottles and tins into musical instruments. For example; a guitar, a drum and shaker, associated with the current musical instrument theme they follow. Children have fun independently exploring the wide range of musical instruments. They develop a positive understanding of rhythm as they use them when singing familiar songs and clap out the children's names during the welcome song they sing.

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

Children are cared for in a very welcoming environment where their sense of belonging is promoted well through the setting's displays. Through the effective deployment of resources, children become active learners. They make decisions about their play to promote their independence and explore the safe and secure environment with confidence. The effective key person system is implemented well. As a result, children develop secure attachments, staff get to know them well and clearly respect their individual needs. Children manage their personal hygiene needs well and follow good routines.

Children receive varied snacks, which are outlined on the written menu displayed for parents and include the provision of fresh fruits and a good balance of healthy options. Consequently, children's good health is assured. Children enthusiastically sing the familiar song about healthy eating before snack. As a result, they learn about the effects healthy foods have on their overall well-being. Children actively select from the foods accessible and are encouraged to pour their own drinks of water or milk. Consequently, children begin to make choices for themselves; promoting their independence and self-care skills well. Children actively gain an understanding of the need for physical exercise and learn about the effects it has on their bodies. For example, when taking part in the planned music and movement sessions.

Children indicate they feel safe as they turn to familiar staff, who comfort and reassure them if they are upset on arrival. As a result, children soon settle down to play, knowing familiar adults are close by. Children develop a positive understanding of staying safe as they put on their helmet when playing on the wheeled toys outdoors and take part in regular evacuation drills. In addition, staff outline hazards and make children aware of the consequences of their actions during play. The completion of daily safety checks, comprehensive risk assessments for the premises and monitoring visitors, means that risks to children are effectively minimised.

Staff approach the management of children's behaviour with consistency. Appropriate behaviour management methods are implemented and effective policies support their practice. Children play together cooperatively, effectively learn to share and take turns using the 'egg timer' to help them understand how long they need to wait before it becomes their turn. Consequently, all children behave well and are very responsive to the methods used. Children receive a good level of positive praise from staff and, as a result,

children proudly share their achievements with others, which support the development of their self-esteem and confidence.

The playgroup works closely with the nursery and local schools that children move on to in order to ease their transition. The nursery staff or reception class teachers visit the setting to meet the children and staff visit the different schools and share progress reports.

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

Children are safeguarded well as all staff and committee members have undergone necessary checks to ensure that they are suitable to work with children. The manager clearly promotes a positive approach to safeguarding children. All staff complete mandatory safeguarding training on appointment, to ensure they have a secure knowledge and understanding of their responsibility to protect children. Staff carry out daily safety checks and comprehensive risk assessments on the premises, equipment and outings, mean children are safe from any potential hazards. Records are well maintained and procedures are implemented to help promote children's safety and well-being. Information regarding the playgroup's policies and procedures and activities on offer is shared with parents in a variety of ways. These include a welcome booklet, email, regular newsletters, notice boards within the entrance hall and daily discussions. Parents are highly complementary about the setting and are very happy with the care and education their children receive; saying they think it is 'brilliant'. They value the tips they receive about activities and continuing children's learning at home. They believe the playgroup prepares children well for nursery and outline how their children have come on in 'leaps and bounds' since attending.

The manager effectively takes the lead in contacting other early years settings that children attend and they share summary reports regarding the children's progress. This enables settings to work together well to enhance children's learning. The manager and cohesive staffing team are involved in an effective programme of appraisals and supervision sessions. This contributes to the effective monitoring of the setting, including staff performance. Consequently, the staff have completed a good level of additional training to further extend their knowledge and skills to further promote children's learning.

All staff, the committee, parents and the local authority early years team are included when reflecting on the playgroup's practices. All views are valued and realistic action plans, target improvements for the future that effectively support children's achievements over time. All involved have worked hard to address the previous actions and recommendations raised at the last inspection. In addition, more recent changes following a local authority audit of the setting have been implemented. This enabled the manager and staff to analyse the information, highlight strengths and weaknesses in the educational programme and focus on improvements. For example, a summary of all children's progress towards the early learning goals is effectively tracked and resources associated with literacy and mathematics increased. Plans for the future include the

completion of the 'Healthy Setting Award', which is currently being undertaken.

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

EY248371

| | |
|------------------------------------|--------------------------|
| Local authority | Trafford |
| Inspection number | 819711 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 24 |
| Number of children on roll | 27 |
| Name of provider | St Georges Playgroup |
| Date of previous inspection | 18/09/2009 |
| Telephone number | 07837273357 |

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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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