

St. Peters Playgroup

The O'Sullivan Centre, Sacred Heart Church, 63 West Street, Kent, ME10 1AN

Inspection date

16/04/2013

Previous inspection date

29/06/2011

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 are happy, keen to learn and growing in confidence as they voice their own needs to staff who support children's personal routines and respond positively to their requests.
- Staff develop very effective relationships with parents based upon sharing information which results in consistent support that meets every individual's needs and supports their transfer to school.
- There are good relationships with a range of other professionals, such as speech therapists and specialist teachers which support children's development and build upon their progress.
- The staff are welcoming and have effective settling- in procedures, encouraging parents or carers to stay with their children for as long as they feel this is needed.

It is not yet outstanding because

- Children are not provided with the best opportunities for energetic physical exercise, to develop their body control skills.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spent time observing staff and children's activities both inside and outside and sought their views through discussion with them.
- The inspector sampled records and documentation relating to: children's progress and development; safeguarding; staff suitability; policies and procedures and the self-assessment document.
- The inspector discussed leadership issues with the manager and registered person.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector
Susan Scott

Full Report

Information about the setting

St Peter's Playgroup opened in 1983 and operates from two rooms in a church hall. It is situated in the town of Sittingbourne, Kent. The playgroup is open each weekday from 9.15am to 12:15pm for 38 weeks of the year. All children share access to a secure enclosed outdoor play area. The playgroup is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 40 children aged from two years to under five years on roll. Children come from a wide catchment area. The playgroup employs 10 staff of whom nine, including the supervisor, hold appropriate early years qualifications to National Vocational Qualification at level 2 or above.

What the setting needs to do to improve further

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

- extend the educational programme by providing better daily opportunities for energetic physical activities, such as moving in different ways and at different speeds, balancing, target throwing, rolling, and catching.

Inspection judgements

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

The atmosphere of the pre-school is welcoming and all children clearly enjoy learning through play. They are keen to choose their play from the interesting and varied experiences offered by staff. Staff support and stimulate children's play well and provide individual attention to extend their learning. The latter part of each morning is organised into small groups where staff organise and deliver planned activities that are focused on the needs of the particular children in their group. One group do craft and design activities using their imaginations and manipulative skills. Another group enjoys a game where children learn how to recognise the numbers, symbols and colours on dice, count out pieces to place on their board and begin to practise simple subtraction and addition.

Staff plan children's experiences to cover the seven areas of learning, inside and outdoors. The plans take account of the next stages identified by each key person so that every child experiences a relevant and interesting programme of activities. Planning is adapted to respond to children's individual needs, based on information obtained from parents and frequent observations of children's play. Staff establish what children can do when they first start through observations and talking with parents. Staff complete a record of each child's development, writing very brief descriptions of children's learning experiences. Staff

share these records frequently, often using photographs, which are readily available to both children and parents so all can see progress.

Children choose from a wide range of materials and resources that interest them. Staff are skilled at maintaining children's interest in activities through questioning and comment. For instance, one member of staff encourages a small group of children to share a large picture book about houses. They talk about a wide variety of ideas and experiences for almost an hour.. This broadens children's understanding of the world and how they differ from each other. They discuss their different homes and furniture and that one child would like a pet dragon! The children develop their conversation skills, learning to listen and speak in turn. They feel valued because their opinions and ideas receive positive responses from an interested adult. Other children are confident too and happy to talk to visitors, describing how they help flowers to grow in the garden by watering them. The children are all interested in participating in activities as their learning is fun.

Children show good hand control by using scissors, filling buckets of water outside and by pouring themselves drinks. Children develop their early reading and writing skills by using their name labels to register themselves. They add pictures they have cut out to the display of alphabet letters so that they match the initial letter sound of the item pictured. Such activities help children gain useful skills for their eventual move to school.

Children who like to play outside can do so daily. They use the small, secure garden to blow bubbles and watch them float away. They refine their co-ordination by playing a fishing game, using small rods to hook fish out of the paddling pool of water. They also benefit from some challenges to extend their physical skills when they can use apparatus such as the climbing frame and slide indoors where there is sufficient room but, overall, staff do not do all possible to help children gain skills through energetic exercise.

Children enjoy frequent changes in the role play area which is organised into a home corner, an office or a shop depending on their wishes and staff planning. They make use of technology when they play the organ, selecting a variety of rhythms and making up tunes to listen and dance to. A member of staff is on hand to encourage them to move in response to the music they hear.

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

Children's well-being is nurtured through very effective provision for their personal, social and emotional development. All staff display sensitivity and a good understanding of how to organise the provision so that children feel valued and accepted. Children, including those who are receiving support from specialist services, enjoy being here and show confidence in staff who successfully boost their confidence and their progress. The key person system and strong team builds children's trust in the adults who care for them.. Children and their families are all welcomed into the playgroup. Staff refer any families who need them to specialist agencies for extra support. There is good liaison with such agencies whose staff are also welcomed into the playgroup to provide help and advice so that no child is disadvantaged.

Children learn how to keep themselves safe. They can explain that the garden gate is bolted to 'keep people out'. They become familiar with the emergency routine when they practise evacuating the building and know where to assemble and wait for help. They have confidence in staff, who promptly respond to children's needs, such as wiping noses. Children pour themselves drinks from the water dispenser, and help themselves to drinks at snacktime which promotes their independence well.

All children enjoy frequent outdoor play. They know how to wear appropriate clothing for the weather. There are spare clothes to ensure all children can be made comfortable if they have an accident or splash water onto their clothes. Children behave very well, playing with each other and sharing resources without the need for staff to intervene. This is because all the children benefit from a high staff ratio and vigilant staff who constantly participate in their play and who are on hand to help them if needed. Children are interested and engaged by their play. They are absorbed in their freely chosen play as well as enjoying the adult led activities. This enjoyment of learning results in children who are ready to confidently progress to school.

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

The provider implements the requirements of the Statutory Framework for the Early Years Foundation Stage. Children are protected by the good arrangements in place to implement these requirements, including those for safeguarding children. Children benefit from systems that ensure all staff are checked and cleared as suitable to work with children. The staff are focussed on providing the best facilities, support and experiences for children's well-being that they can deliver. Staff follow procedures stipulated in the playgroup's Behaviour Management Policy. They speak to children appropriately. Children are happy to ask any member of staff for assistance with their personal hygiene.

Improvements have been made at the suggestions of parents and carers, whose views are gathered through the use of questionnaires. For example, children now have a choice of juices at snack times instead of squash. These views and ideas are taken into account when the staff evaluate their provision. They use the feedback they get to continuously improve the experience of users of the playgroup.

There are written risk assessments and daily checks are completed to ensure the premises are fit for use. The risk assessment is thorough and notes anything that could be a hazard and the actions taken to minimise these. For example, staff use a sign and put a bucket out if there is a leak from the conservatory roof following unusually torrential rainfall. This means that children's well-being is safeguarded and they use parts of the premises that are suitable for them. The building has is maintained regularly and as required. The roof, walls and other parts are assessed and repaired when this is necessary. For example, a damp patch high on one wall has been repaired; all windows are regularly cleaned. Any exterior flaking paint lands in areas unused by children. There is no visible mould. The premises and toys are regularly cleaned to keep them fit for children's use. Staff sweep and

vacuum floors, and wash tea towels regularly. All resources and equipment are checked when they are put out and away, to avoid any risks to children's health or safety.

Parents are enthusiastic about the provision and describe staff as very easy to approach, saying how much they trust them. Parents feel their children are well-supported and that staff take time to get to know them. Parents are familiar with their children's development and progress because they review their children's learning records frequently and regularly receive verbal feedback too. Parents spoken to at the inspection all reported that their children are making good progress and developing skills to support their transfer to school. Consent is used to confer with specialist agencies or professionals if there are queries about children's individual needs. Staff implement the advice provided to support children as needed. A welcome is extended to teachers from local schools that come to meet their prospective pupils. Staff sometimes accompany children to visit the schools to which they will go to boost their confidence further.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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 action. 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	127625
Local authority	Kent
Inspection number	910065
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	32
Number of children on roll	40
Name of provider	St. Peters Playgroup Committee
Date of previous inspection	29/06/2011
Telephone number	07709 960898

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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, which are usually the childminder's 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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