

St Anne's Pre-School Playgroup

Hewish & Puxton Village Hall, Maysgreen Lane, Hewish, North Somerset, BS24 6RT

Inspection date	10/04/2013
Previous inspection date	31/01/2011

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

- Children form strong relationships with each other and members of staff. Children are very secure and happy and they develop good personal, social and emotional skills.
- Staff make good use of interesting resources to provide children with challenging experiences when playing outside.
- Staff take account of children's interests at home and use these to broaden children's experiences in the group.
- Staff have a positive attitude to developing their practice by implementing ideas gained through training to promote good outcomes for children.

It is not yet outstanding because

- everyday activities are not used to further promote children's understanding of number.

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.

Inspection activities

- The inspection was carried out by one inspector.
- The inspector observed children's play and staff interaction, indoors and outdoors.
- The inspector and manager undertook a joint observation of a group activity.
- The inspector talked with all the staff, five parents and held discussions with the manager, chairperson, and one committee member.
- The inspector looked at a selection of policies, procedures, staff suitability records, children's records, development plans.

Inspector

Debbie Starr

Full Report

Information about the setting

St Anne's Pre-School Playgroup is run by a voluntary committee. It opened in 1992 and operates from the community hall in the village of Hewish, near Weston-super-Mare, North Somerset. The setting is open Monday, Wednesday and Thursday from 9am until 2.15pm, during school term times only. The setting is registered on the Early Years Register. There are currently 10 children on roll within the early years age range. The setting receives funding to provide free early years education for children aged two, three and four years.

Children who speak English as an additional language attend the setting.

There are three members of staff, two of whom hold a relevant National Vocational Qualification at level 3 and one at level 2. The setting receives support from the local authority early years development worker.

What the setting needs to do to improve further

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

- further promote children's understanding of number during everyday activities, such as snack time.

Inspection judgements

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

Staff create an inviting and well organised environment. Children are happy and settle quickly in the calm atmosphere of the group so they are eager to come in and choose an activity. The small staff group establish warm and close relationships with children, enabling them to feel secure. Children enjoy the broad range of activities and experiences, which reflect their interests. Effective use is made of staff observations and discussions with parents to assess children's starting points. Effective ongoing assessment, based on regular observations, enables staff to clearly identify the next steps in children's learning. Forms provided by the local authority are used successfully to monitor children's progress. Staff make good use of regular staff meetings and informal discussions at the beginning and end of the session to evaluate the success of activities and plan future activities. All children are making good progress towards the early learning goals. Assessment processes to complete the two year progress check are in place and shared with parents. Staff talk regularly with parents about their children's development and parents are encouraged to view their child's learning diary and make comments. Parents share their

children's interests at home and these are reflected in activities which broaden children's experiences and support children's next steps in learning.

High emphasis is placed on developing children's personal, social and emotional skills and this is apparent in the positive relationships children have with each other and members of staff. Children make good progress in their communication and language. They enjoy looking at books both on their own and in groups. Children choose books to take home to share with their parents to further support their learning. Children listen and engage enthusiastically with stories. Staff use open-ended questions, such as 'how?' 'what?' and 'where?' effectively to support children in developing their own ideas about what will happen next. Children's listening skills are supported as they repeat familiar words, phrases and rhymes. Children make good progress in their literacy skills. They spontaneously write their names forming correct letters on chalk boards when playing outside. Children are keen to attempt early writing on their paintings and junk modelling.

Children are active learners and are curious. They develop good problem solving skills and are keen to work things out for themselves with effective prompting from staff. Children choose and place a variety of circular and square tubes on a large cable reel. They persevere and successfully work out how to balance each object. Children show a strong interest in number and spontaneously count in their play, for example, by matching numbers to spots on a dice. Staff, however, miss opportunities during everyday activities, such as snack time to further promote children's understanding of number.

Children gain good independence skills, for example, in pouring their own drinks, selecting paints and paper to draw pictures and putting on their own coats. Regular outings promote children's understanding of the world around them. They go on walks, visit local farms and travel on the bus to the local museum. Children are prepared well for the next stage of their learning and their transition to school. This is supported through planned visits during the year to activities, such as a music day at the local school and visits by the reception teacher to the playgroup.

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

Effective deployment of staff, alongside the key person system, ensures that all children form secure emotional attachments. Staff know the children and their backgrounds well and work with parents to help children settle and support their ongoing individual needs. The environment is child friendly with resources and activities at child height enabling choice and promoting independence, self-esteem and confidence.

Children gain a good understanding about healthy lifestyles. For a period during each session they happily go out into the fresh air to play. Children gain an understanding of risk to themselves and how to keep themselves safe from harm. Children are stimulated by the challenges on offer and those they create for themselves. They know how to walk up and down the ladder safely on the two storey play house. They join tubing together of differing lengths, surfaces and shape and work out how to balance themselves and walk

along this on their own or with assistance. Children move around calmly and safely in the play areas.

Children receive effective support from staff to understand the consistent expectations for behaviour and to play well together. As a result, they know the routines and willingly join together at group times when asked to for example, sing songs. They share resources to take turns, for instance, during rice play with vehicles. Staff provide secure routines so that children learn to be independent in their self-care skills. Children competently wash and dry hands and put on their coats before playing outside, asking for assistance if required. They select from either water or milk and drink when they are thirsty. They choose what they eat from a variety of fresh fruit at snack time.

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

Children are safeguarded effectively. They are cared for by staff that have been fully vetted to help ensure their suitability. Staff have all completed safeguarding training and are knowledgeable of procedures to follow should a concern arise. The environment is risk assessed on a daily basis and action is taken to minimise any risks to children. The committee, manager and staff demonstrate a good understanding overall of their responsibilities in meeting the requirements of the Early Years Foundation Stage. Staff have a secure understanding of the policies, procedures and other documentation, which successfully promotes children's welfare. Overall, the playgroup delivers engaging activities across all areas of the educational programmes in order for children to progress well towards the early learning goals. Monitoring procedures for reviewing children's learning and development are effective and inform planning for children's next steps.

An established system of appraisal is undertaken to review all staff performance. Staff's professional development is supported through targeted training to improve their knowledge, understanding and practice. The staff team work together with the local early years advisor to evaluate and monitor the provision alongside the chair person. Areas for improvement are identified and action plans formed. Staff reflect on their own practice and develop their knowledge and understanding through sharing and putting into place ideas gained at local cluster meetings and training. This promotes good outcomes for children. The staff with the support of the committee are committed to driving improvement overall. Parents' views are sought and taken account of.

Partnerships with parents are good due to the staff who have worked for many years in the provision and know the families of children well. Parents are very complimentary of the staff, who they say are 'friendly' and offer a group which is 'small' and where they 'feel comfortable'. Parents state they receive information on an ongoing basis through discussion and displays. Children benefit from established links with local schools and other early years providers. An effective sharing of information promotes continuity in children learning and care.

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	509172
Local authority	North Somerset
Inspection number	909786
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	10
Name of provider	St Anne's Playgroup and Toddler Group Committee
Date of previous inspection	31/01/2011
Telephone number	01934 876 391

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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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