

St Francis Playgroup

Church Hall, Ash Hayes Road, Nailsea, BRISTOL, BS48 2LP

Inspection date

20/09/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Effective settling in arrangements and a strong focus on the nurturing key person system enable children to be confident learners in a supportive environment.
- Children thrive and make excellent progress in their learning through well thought out planning of stimulating activities. Skilled staff interact exceptionally well with the children.
- Meticulous and ongoing monitoring of all aspects of the provision, including professional development, thoroughly supports the drive for future improvements.
- Staff expertly use resources to support children to learn consistent routines and develop excellent independent skills for their future learning.
- Highly positive partnerships with parents and other early years settings ensure continuity in children's care, learning and development.

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 inspector observed the children in indoor and outdoor environments.
- The inspector observed staff's interactions with the children.
- The inspector and the manager conducted a joint observation.
- The inspector talked to staff, parents and children at convenient times.
- The inspector sampled a range of documentation, including children's learning diaries and self-evaluation arrangements.

Inspector

Rachael Williams

Full Report

Information about the setting

St Francis Playgroup originally opened in 1988 and re-registered in 2013 as a privately owned setting. It operates from rooms adjoining St Francis Church in Nailsea, North Somerset. Children have access to a large hall, foyer, kitchen and toilet facilities. There is access to the church garden for outdoor play.

The playgroup is registered on the Early Years Register. The playgroup opens from 9.15am to 12.15pm, Monday to Friday term time only. On a Wednesday, children may stay to lunch club until 1pm. Currently there are 25 children on roll. The playgroup supports children learning English as an additional language and have experience of caring for children with special education needs and/or disabilities.

The owner has an early years qualification at level 3. She is supported by five staff; four of whom have level 3 qualifications and one who has qualified teacher status. In addition, there is a part-time French teacher.

What the setting needs to do to improve further

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

- build on the valuable information shared with parents by labelling photographs of the exciting activities children enjoy.

Inspection judgements

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

Skilled and motivated staff prepare an exceptionally well-organised environment, which provides children with a wealth and breadth of experiences across the areas of learning. Staff's engagement with children is inspirational, especially in promoting their social skills and language development.

Staff carefully plan the session incredibly well so that children have multiple opportunities to learn together and independently. Staff use a whole group circle time effectively. They reinforce routines using older children, who attended the pre-school before the summer holiday, to model routines so that younger children can learn from them. For example, children select a mat from the tub and place it in a circle showing that they are ready to listen. Excellent use is made of props to focus children's attention as they listen attentively to the mornings' routine and what activities they can choose. Staff engage children incredibly well supporting their understanding by using visual timetables and sign

language, which helps them acquire very good communication skills for their future learning.

Staff promote exciting activities to stimulate children's curiosity. Therefore, children are very willing to try new things. Children thoroughly enjoy following a recipe to combine ingredients together to make play dough. They successfully count how many cupfuls they need and use tools purposefully and safely. Staff interact exceptionally well to encourage children to solve problems themselves, such as deciding what to add when the dough becomes too dry or too soggy. Children use accurate vocabulary as they talk through the process of making the dough competently, describing what else is yellow and identifying initial sounds.

Children thoroughly enjoy sharing stories and listen carefully, both to staff and the compact disc player. They focus well on the pictures and respond confidently to staff's questions, such as to predict what may happen. Children choose their favourite books, saying 'look, I have Jack' and smiling contentedly. They treat books respectfully, turning pages carefully as they retell the story to themselves, modelling staff. Effective use of story sacks help children to become more engaged in the story and they respond well, for example when the caterpillar eats their food item.

Children benefit greatly from the daily opportunities to be outside and active. They participate in passing games happily, such as kicking the ball to each other, which successfully supports turn taking skills. Seeing that children can confidently kick the ball, staff encourage new skills, such as jumping with the ball to develop their coordination skills further. Staff help children through demonstrating the new skill and encouraging their attempts as they practice. Staff remind children to check the area before they aim and kick the ball so that they do not hurt their friends.

Staff value the contributions that children make to their learning, such as in the 'Francis Bear's' diary. Staff actively celebrate children's achievements, such as presenting them with 'wow' cards at the end of the session to share with parents before transferring them to children's learning diaries. Parents are actively involved in their children's learning from the onset. For example, they complete an 'All about me' form when children start. Throughout their children's time at the pre-school, parents contribute their feedback and children's achievements at home to the children's learning diaries. Parents value the 'little extras' the pre-school provide, such as the French lessons and visits from people in the community, such a local farmer and the fire services.

Robust assessment arrangements enable staff to identify accurate next steps in learning, which they use effectively to plan personalised future activities. Staff complete very detailed observations of children's deep engagement in activities to add to learning diaries. These show a true picture of children's progression.

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

Staff provide a warm and welcoming environment, which is a fully inclusive. Children enter the setting extremely confidently and receive a warm greeting from their key person. The key person has excellent knowledge of children's backgrounds and therefore, can engage children wholeheartedly to enable a smooth drop-off. Children confidently make decisions for themselves, selecting activities that interest them. High quality, age-appropriate toys and resources are in abundance. Parents describe the pre-school as 'small, safe and with a lovely outdoor area'.

Robust settling arrangements enable children to settle quickly. There is a strong focus on the nurturing role of the key person in a supportive environment so that children become confident learners. In particular, this helps children who are learning English as an additional language. Staff routinely and expertly value the languages spoken at home, such as working in partnership with parents to learn familiar words and celebrating traditions and festivals.

Children behave exceptionally well as they are clear on expectations and boundaries, which are consistently applied. Children become increasingly more aware of routines, such as stopping to listen when they hear the tambourine. Children are very caring. When a friend joins the group children are quick to share their play dough. Staff are excellent at praising children and providing children with clear explanations to reinforce positive behaviours. Children flourish when staff give them the responsibility; for example, turning the sand timer so that children are aware when it is time to tidy away.

Children are aware of their own needs and develop very good independence skills. For example, they know when they are too hot so remove their coats and access their drinks independently when they are thirsty. Children become aware of their own safety as they are actively involved in regular fire drills. Staff give children clear explanations as to why they do things. For example, when explaining to the children that they need to line up to go back inside, children are fully aware that staff need to count how many children there are to keep 'safe'.

There are very good opportunities for children to learn about healthy eating. They choose from an abundant range of fruit and vegetables they have brought in as they sit together for a sociable snack time. Children's independence is thoroughly encouraged, such as by providing consistent opportunities to pour their own drinks. Staff use this time productively to aid children's communication skills, both verbally and using sign language. Children are very aware of hygienic practices. For example, a child comments 'I dropped it' and knows that he needs to put it in the bin as it 'could make you sick'. Children are fully involved in growing their own vegetables, such as potatoes, learning what these need to grow.

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

Children are cared for in an exceptionally safe and secure environment. The staff team have worked together consistently for over ten years under the same experienced manager in this well established setting. They are all vigilant and effectively risk assess the

provision each day to ensure children's safety. All staff have exceptional knowledge of the safeguarding and welfare requirements and ensure that these are met. This includes effective understanding of their responsibility to report any concerns about a child in their care. Staff consistently update their safeguarding training and they review practice regularly to enable children's well-being. There are very rigorous recruitment and induction procedures; consequently, all staff are highly suitable to work with children.

Parents positively comment on how approachable staff are and how they provide excellent advice and support. For example, the guidance staff give to enable children to be happy and settled when they attend for their first sessions at the pre-school. Parents greatly appreciate the support staff give children as they move on to school, for example through themed activities such as 'new adventures'. Staff keep parents well informed about the pre-school and their children's achievements, such as frequent newsletters and daily updates on the activities children engage in. There are some wonderful photographs for parents to observe, illustrating the extensive range of activities children enjoy; however, these lack useful information, such as how the activities link with children's learning.

Staff work closely in partnership with other early years settings the children may attend to consistently share information so that activities effectively support and complement children's experiences. There is a high regard for multi agency partnerships to enable continuity in children's care, learning and development. Staff are highly focused on developing community links, such as with the Church and school to embrace community life.

The owner/manager is an excellent role model, motivating her staff exceptionally well to drive uncompromising improvement. Children thrive and make excellent progress in their learning as staff carefully monitor the educational programme and adapt it to meet children's needs effectively. Therefore, all children, including those who are learning English as an additional language, make outstanding progress in their learning and development. There are meticulous and on going monitoring arrangements to enable all aspects of the provision to be thoroughly and systematically evaluated by a dedicated and highly productive team of skilled professionals. In addition, there is a strong focus on targeted professional development and the sharing of consistently excellent practice.

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	EY460588
Local authority	North Somerset
Inspection number	910274
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	25
Name of provider	St Francis Playgroup Ltd
Date of previous inspection	not applicable
Telephone number	07711732044

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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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