

St John's Playgroup

St. John's Church, Oakdale Road, Carlton, NOTTINGHAM, NG4 1BP

Inspection date

09/09/2013

Previous inspection date

13/07/2010

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 build strong bonds and relationships with their key person, which helps them feel safe and secure while at the playgroup.
- Assessment of the children's achievements is robust and effective. As a result, children make good progress towards the early learning goals.
- Management monitor the playgroup efficiently and support the staff's continuous development, which in turn benefits all children, because the playgroup maintains a high quality service.
- Partnership with parents is strong. As a result, there is good communication between both parties. Consequently, children's needs are continually met.

It is not yet outstanding because

- Children's play is interrupted to go outside. As a result, they do not always have the choice as to where they play or sufficient time to complete activities to pursue their own learning.
- Equipment to teach information and communication technology is not always working or available for children to use. As a result, children do not always have the best opportunities to enhance their skills in this area.

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 held discussions with the manager and deputy manager, and spoke to the staff, children, parents and the chair of the committee.
- The inspector observed children in their play, outside and at snack time.
- The inspector held a joint observation with the manager.
- The inspector looked at children's documentation including registration forms, learning journals and individual planning documentation.
- The inspector checked evidence of suitability of the staff working with the children and the playgroup's documentation, including policies and procedures.

Inspector

Janice Hughes

Full Report

Information about the setting

St John's Playgroup opened in 1965 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is committee run and operates from St John's Church in the Carlton area of Nottingham. Children have access to an outside play area, and attend from the local and wider areas.

The setting is open during term time only from 9.10am till 12.10pm Monday to Friday, and 1.15pm to 3.15pm on Mondays and Tuesdays. On each day the playgroup runs a lunch club from 12.10pm till 1.10pm. Children attend for a variety of sessions. There are currently 33 children on roll, all of whom are within the early years age range. The setting provides funded early education for two-, three- and four-year-olds. It cares for children who speak English as an additional language.

The setting employs five members of childcare staff, four of whom have appropriate childcare qualifications at level 3. It receives support from the local authority.

What the setting needs to do to improve further

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

- increase children's use of information and communication technology equipment, for example, by ensuring it is working efficiently and is available for children to continually use, so that they have the best opportunities to increase their skills in this area of learning
- review the organisation of the playgroup, so that children can make choices as to where they play and have sufficient time to complete the activities they have started, paying particular attention to the organisation of outside play.

Inspection judgements

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

Children are bubbly and active at this playgroup. They arrive with excitement and quickly choose an activity or toy to play with. Staff welcome the children cheerfully and know them well. They understand that children learn best through play, and this enables them to plan good levels of challenge for each child, which in turn helps the children to make good progress towards the early learning goals. Staff are proactive in obtaining information from parents when children first start at the playgroup. They ask parents

about their children's capabilities, likes and dislikes, and use this information to form children's starting points. Staff observe children effectively and record their findings in children's learning journals, which are shared with parents at pick-up times or open days. Parents make comments on how happy they are with the progress of their children. To further involve parents with their children's learning, staff provide suggestions to parents about activities they might do at home, such as bringing items in for 'show and tell' or for the 'colour of the week'.

Assessment procedures are robust and enable staff to prioritise children's learning and identify their next steps. In addition, they also allow staff to be able to successfully complete the progress check at age two. Staff support children who speak English as an additional language efficiently. They have introduced sign language and teach children a new sign each week, and pictures of familiar items and toys are around the playgroup. They also recognise the importance of children's home language and incorporate this into signs and labels they have produced. As a result, all children gain a good sense of belonging and learn how to use their communication skills well. Children are learning the necessary skills for their readiness for school successfully. For example, older children show great confidence as they move around the room and concentrate at their chosen play.

Children's communication and language skills are progressing well, because staff are constantly talking to the children about what they are doing, ask them who, what and why questions and hold purposeful conversations. For example, at story time children sit and listen attentively, answer questions and predict the end of the story. To further extend children's thinking and understanding of the story, staff lead an adult-led activity outside. Here, children hunt for the hidden bear. Children are being active learners as they are enjoying and exploring, thinking and being well motivated. Staff provide a balance of adult-led and child-initiated activities that stimulate and challenge children effectively. As a result, they are enthused and engaged throughout the session. However, children's learning is stopped as they go outside at set times. This means that they do not always complete the play they are engaged in and often do not return to finish activities they have started.

Children show an appreciation of books and use them independently in the cosy book area, where there is a good selection of books to choose from. They chat about the pictures and use the books carefully. To further their literacy skills, children are beginning to write their names, learn the sounds of the alphabet and write for purpose, for example, shopping lists and special occasion cards. Mathematics is taught well. For example, staff count with children during their play and use mathematical language appropriately. They plan activities, such as sorting and matching and learning about size, shape and measurement. Children have access to information and communication technology equipment, such as press-button toys, calculators and a computer. However, these are not used effectively or regularly by children, because they are not always working and the location of the computer is in a separate room and only used as an adult-led activity. Consequently, best use is not made of opportunities to enhance children's skills in this area of learning.

Staff teach children effectively and meet their learning needs well, through activities that

are of interest and stimulate the children constantly. Staff have high expectations for the children and plan enhanced activities to aid their learning in fun ways. For example, they encourage children to make dens and to use their imagination as the dens turn into 'bear caves'. To further children's imagination, staff provide a good range of dressing up clothes, which encourages their creativity and communication. Staff play a part in this learning and extend children's own ideas. For example, two children talk to a member of staff about their own experiences of going to a wedding, as they dress up as 'princesses'. The member of staff immediately uses this opportunity and suggests that the 'princesses' go to a wedding. The children are motivated by this and set about preparing for the wedding. They get dressed, do their hair, gather handbags and go off around the room telling everyone they are getting married. This activity engages children well, extends their cooperation skills and demonstrates they are learning through fun. To further develop children's expressive art and design skills, they take part in art and craft activities, such as making collages, using a variety of materials and free painting. These activities also help children's handling skills as they use scissors, glue spreaders and paintbrushes skilfully to make their creations.

Children's movements skills are effectively promoted. They have opportunities to climb and balance on logs. They use sit-and-ride toys, negotiating obstacles as they manoeuvre around the garden, and use balls effectively to learn throwing and catching skills. Children learn about the natural world as they grow tomatoes, plant daffodils and dig for worms in the digging patch.

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

Children are happy and content as they separate from their parents willingly. Staff show affection and care as they warmly welcome the children. Children make strong bonds and relationships with staff and other children as they play. The playgroup operates an effective key person system, which enables staff to know the children and their families well. Staff are sensitive towards children when they first start at the playgroup and ease the move from home to playgroup effectively. They offer good settling-in periods and have effective discussions with parents. Here, they obtain relevant information from parents, which enables key persons to provide for each child's individual care. As a result, children settle quickly into the playgroup's routine. Staff further aid children as they move from playgroup to school. They provide stories, discussions and visits which help children to become familiar with school life and aid the move so that it runs smoothly.

Staff foster children's personal, social and emotional needs well. Children are encouraged to be independent and to learn self-help skills. They select and put on their own coats, with good support from staff where necessary, and older children use the bathroom facilities independently. They help pour their own drink at snack time and help themselves to food. Behaviour in the playgroup is good. This is because children know the boundaries well and staff provide good behaviour management. They are constantly praising children with gestures, claps and positive vocabulary. As a result, children are building up their self-esteem and confidence. Consequently, they are showing good learning attitudes and are willing to 'have a go' as they try new experiences.

The playgroup is well organised and provides, in the main, a wide range of resources and toys. The environment is stimulating and the activities set out provide for each area of learning. The facilities are clean and well maintained. There are some displays that show children's work, and this helps to provide a good sense of belonging. The children are learning about safety as they participate in evacuation drills, which helps them understand how to keep themselves safe in an emergency. They are taught effectively about how to use equipment, such as scissors, safely and not to throw sand as it may hurt someone's eyes. They go on walks in the community where they practise road safety and meet other people, and have visits from the local police. As a result children are learning how to keep themselves safe effectively.

Staff promote children's learning about healthy lifestyles. They encourage children to use the outside environment daily, where they run around in the fresh air. Snacks are healthy, and staff provide fruit and vegetables daily. Children talk about healthy foods at snack time and grow their own tomatoes. Staff also encourage parents to provide healthy lunch boxes for children who stay for lunch club, and promote eating savoury foods first before treats. Food is stored and prepared hygienically in the kitchen area by staff who hold appropriate food hygiene qualifications.

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

Leadership and management are a strength of the playgroup. The manager has many years of experience in childcare practice. She and her staff have a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. All staff have completed safeguarding training and understand their responsibilities if they have a concern. The committee are involved in the recruiting and vetting procedures of the staff to ensure those working with the children are suitable. The procedure is robust and includes each member of staff having a Disclosure and Barring Service check. They also run a three-month trial when a member of staff joins their team to ensure they are appropriate for the position. This means the best possible staff are working with the children to provide for their needs. Comprehensive risk assessments are in place and cover the premises both inside and outdoors, the equipment and trips children may attend. The staff complete a daily check of the playgroup to ensure the activities and toys are safe for when the children arrive. Management and the committee have compiled effective policies and procedures and documentation that help the smooth running of the playgroup. For example, children's registration forms, which include parents' responsibilities, permission to administer emergency first aid, and accident and medication forms. These are all completed accurately and provide essential information so that the children's welfare is safeguarded at all times. All staff also hold a valid paediatric first aid certificate, meaning they can treat children efficiently in the event of an accident.

The manager and her team have secure knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They track children's achievements effectively, and efficiently identify where early intervention may be required. As a result, they can target any gaps that are identified and provide realistic support for children in their learning. Staff also use the trackers to monitor children's

progress. They show that children are making good progress given their starting points and they are working within their expected levels of development. Staff monitor the effectiveness of the educational programme at staff meetings and discuss the seven areas of learning. As a result, they can ensure the activities provided have depth and breadth, and provide challenge for children's age and stage of development. Staff supervisions and appraisals are in place to help support staff's performance. The manager and the committee value the staff and provide for their training and professional development needs. For example, there is a training matrix in place that ensures all staff attend relevant training to continually improve the care and learning for children.

Self-evaluation is effective and includes the views of children, parents, staff and committee. The manager has completed an action plan which highlights the improvements required. For example, she has identified that the coat pegs require lowering, in order to enhance younger children's independence. Also identified is the need to incorporate all seven areas of learning in the outside environment, in order to support children's all-round learning even more. The playgroup has successfully completed all of the recommendations from the last inspection, which demonstrates a drive for improvement.

The partnership with parents is strong, and comments from parents confirm this. They refer to the friendliness of staff, their approachability and willingness to provide quality care for their children. Parents are able to see all the playgroup's policies and procedures before they start. They find out relevant information from the parent notice board and regular newsletters. The playgroup is run by a parent committee who are fully supportive of the needs of the children, parents and staff. Staff have good links with other agencies, such as speech and language services, as well as the local schools and authority, which helps support the continuity of all children's care and learning.

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	253190
Local authority	Nottinghamshire
Inspection number	915178
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	33
Name of provider	St John's Playgroup Committee
Date of previous inspection	13/07/2010
Telephone number	01159613397

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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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Piccadilly Gate
Store St
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M1 2WD

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