

St Paul's Playgroup

23 Inner Park Road, Wimbledon, London, SW19 6ED

Inspection date	21/01/2014
Previous inspection date	14/11/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		3

The quality and standards of the early years provision

This provision requires improvement

- Staff provide children with stimulating activities and resources, which they can choose to play with in a variety of ways. This system works well to help children become independent learners.
- The staff implement a well-established system of individual support that helps children form secure attachments and promotes their well-being and confidence.
- Staff work well with parents. They use effective systems for communication, which ensure that parents are involved in their child's learning.

It is not yet good because

- Staff do not always take full account of the support younger children and those with additional needs require during group sessions, to help them to develop their concentration skills.
- Record keeping systems are not effective enough as the required record of complaints is not in place.

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 and spoke with the children as they took part in activities in the play environment and in the garden.
- The inspector had discussions with the staff, manager and registered provider.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.
- The inspector sought the views of some parents as they arrived to collect their children.
- The inspector and manager carried out a joint observation of practice.

Inspector

Claire Douglas

Full report

Information about the setting

St Paul's Playgroup was registered in 1992 and is one of several groups managed by Childcare and Business Consultancy Services (CBCS). It operates from a hall within St Paul's Community Centre in Southfields, Wimbledon. The playgroup is registered on the Early Years Register and provides funded early education for children aged two, three and four years. The playgroup is open each weekday from 9am to 12 noon during term time. Currently, there are 14 children on roll. The playgroup supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. A total of three staff work with the children, all of them hold relevant early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- review the organisation of required records to ensure they are available when necessary; in particular the record of complaints.

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

- review the organisation of group sessions, to further support younger children and those with additional needs with their concentration skills.

Inspection judgements

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

Staff develop positive relationships with children and parents, as the children are introduced to the setting. Staff learn about children's backgrounds and needs by talking with the parents. Staff use this information to get to know children's capabilities and stages in development. They record ongoing observations of children's achievements; they accurately assess their progress and identify learning targets to share with parents so that there is continuity of support for their learning. They use relevant guidance to assess children's progress. The manager supports staff in completing the required progress checks for children aged between two and three years. Staff share children's progress with parents through regular meetings, involving them in their children's learning. Verbal discussions take place daily. This ensures communications stay current and helps parents to continue their child's learning, developing stronger links between the setting and home.

Children take part in activities, which help them progress in their learning. This generally

prepares them well for the next stage in their development and for school. Children make good progress towards the early learning goals. Staff are proactive in helping to include all children in activities. They have good awareness of the particular needs of children learning English as an additional language and those with special educational needs and/or disabilities. Staff give one to one support as appropriate and use techniques suggested by external professionals, such as use of flash cards, to promote children's language development. Staff talk to children as they play, extending their vocabulary and communication skills. For example, children's knowledge of the world and communication and language is supported while focusing on a 'transport theme'. They talk about different vehicles, learning new words such as 'submarine', as they experiment with water to see if it will float. Staff arrange structured learning group sessions to fit in with the morning routine. However, staff do not always organise the group sessions so that younger children and those with additional needs are supported successfully to help them develop their concentration skills. This leads to some children becoming distracted from the focused session, consequently missing the planned learning outcome. Children have opportunities to count throughout the day, singing number songs or counting the numbers on the story mat, supporting children's understanding of the purpose of numerals. Children have access to a good range of books and share these with staff, as well as with each other. They learn about different cultures and ways of living through the positive images they see around them. For example, in the books and play resources they use, such as dolls and puzzles. Staff are deployed well, so help is at hand when needed at any of the activities. Children develop their physical skills through daily challenges when using the garden. They laugh together as they hunt for bugs with telescopes and set themselves the challenge of manoeuvring a car around the play surface road. Children delight in waving coloured ribbons around in the air to make shapes and letters.

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

Children are happy and settled. They form secure attachments with the staff that are warm and responsive to their needs. During settling in, staff discuss children's routines and starting points with parents, enabling them to create a smooth move from home to playgroup. Parents are encouraged to gradually settle children, staying with them for as long as necessary. This helps children to settle quickly and for staff to meet their individual needs. Staff check that the environment is safe, inside, outside and on outings. This means children's independence and confidence can grow as they move freely and safely around the setting. Children select what they want to play with from age appropriate, safe and suitable play materials. Children gain an understanding of risks and how to keep themselves safe as staff remind them of safety rules. For example, they gently explain why it is not safe to run inside. Children are also included in regular fire drills.

Staff support children's good health and well-being by providing healthy snacks and working with the theme of 'healthy bodies'. The themed activities include washing and cleaning teeth to aid children's overall understanding of healthy lifestyles. Named place mats with pictures of fruits and vegetables are used at snack time. These help to promote positive conversations and encourage learning about the importance of a healthy diet.

Children delight in pouring out their own water into cups at the water station, when they feel thirsty. This helps to develop independence and their personal, social and emotional skills. Children understand the importance of good hygiene. They are beginning to understand that washing their hands before eating prevents them from becoming ill. They enjoy exercise and fresh air daily. The staff team follow good hygiene procedures when assisting children with their personal care. Staff make use of disposable gloves and aprons, which helps reduce the risk of cross contamination. Independence is encouraged for pre-school children with toileting, with subtle but effective supervision, helping prepare them for school. Staff support children's understanding of the need to share and take turns and to respect each other's feelings. They act as positive role models, routinely praising children to thank them for achievements. As a result, children are aware of their boundaries and expectations for good behaviour.

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

The staff team understands their duty to protect children. There is a comprehensive safeguarding policy and procedures in place that staff know and implement well. All staff have attended safeguarding training. They receive on-going support through staff meetings and supervisions, so they are clear on the policy and procedures. This helps them to promote children's welfare effectively. The manager is currently the trained, designated officer for safeguarding. The staff and management have a good understanding of the events they need to notify Ofsted about. Procedures for dealing with complaints are in place, however the record keeping systems are not effective as the record of complaints is not available, which is a breach of requirements. This shows a weakness in the leadership and management of the setting. Daily risk assessments help to identify and remove potential hazards and all aspects of the environment are suitable. Robust recruitment and vetting procedures are conducted to check that adults working with the children are suitable to do so. There is a clear system for staff deployment and adult to child ratios are maintained at all times. The manager identifies when she requires additional staff and uses agency staff known to them. Consequently, there are always sufficient, qualified adults working directly with the children. Three staff currently have paediatric first aid training, which is logged to ensure staff attend further training when appropriate.

The manager ensures that all staff have regular opportunities for supervision and appraisals. Training needs are identified and action plans put in place. This enables all staff to expand their knowledge, improving outcomes for children. Staff are encouraged to feedback and evaluate weekly events. This system encourages staff to reflect on their practice and helps with continual assessment of the quality of the provision. The manager checks the effectiveness of the provision through continuous monitoring of practice. Self-evaluation processes are generally working well to assess how the provision meets the requirements of the Early Years Foundation Stage framework. Staff, parents and children contribute to this process. Staff provide input at regular meetings and parents contribute through questionnaires and verbal feedback. Children are asked open questions daily about what they have enjoyed and what they would like to do again.

The manager works alongside staff, monitoring identified weaker areas, acting as a good role model and observer of practice. Staff observe, record and track children's achievements in accordance with their age and stage of development. The management oversees this process to check that children are progressing in their development. There are systems in place to support children who are learning English as an additional language. Parents are encouraged to provide key words so that staff are able to communicate some of their language to them. This shows that providers are taking reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Staff have good partnerships with parents. Parents take turns to volunteer at the setting. They state how they find this rewarding and beneficial, describing how they enjoy observing their child's social development. Parents and carers express positive comments about the setting. They acknowledge how staff provide a very happy and caring environment. The management team describes good systems for sharing information with other agencies where relevant. Children who have additional needs are supported well as key staff communicate closely with parents. Staff work alongside relevant agencies to help secure appropriate interventions. Relationships with the local primary schools are developing well to help provide continuity of care and meet children's individual needs.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	123103
Local authority	Wandsworth
Inspection number	946538
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	14
Name of provider	Childcare and Business Consultancy Services
Date of previous inspection	14/11/2012
Telephone number	020 8788 7734

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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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