

St Pauls Playgroup

St. Pauls Church, 75 Chain Lane, ST. HELENS, Merseyside, WA11 9QF

Inspection date	17/01/2014
Previous inspection date	23/11/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
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

- Children make sufficient progress based on their individual starting points. This is because staff have a sound understanding in how children learn, and assessment tools are used to monitor their development.
- Partnership with parents and other professionals are given high priority. Therefore, children with special educational needs in particular, are supported through appropriate educational plans and multi-agency working.
- The manager is dedicated to the ongoing development of the setting. The implementation of supporting tools means, that accurate priorities for development are identified and carried out.

It is not yet good because

- Children's health and medical needs are not fully supported. This is because medication procedures are not sufficiently robust, and children are not involved to support self-help skills at mealtimes.
- The key person role is not fully established as the exchange of information does not ensure the allocation of key persons is shared. Therefore, children's well-being is not always fully supported.
- The monitoring of staff performance is not yet effective and the quality of teaching is variable. This is because of the organisation of routines and lack of reflection to ensure that attendance on training improves outcomes for all children.

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 observed staff and children carrying out both adult-led and child-initiated play experiences in the indoor areas and the outdoor area.
- The inspector spoke with the manager, deputy manager, staff and children during the inspection.
- The inspector conducted a joint observation with the manager who is also a registered individual of the committee run organisation.
- The inspector looked at various documents, including policies and procedures, children's files including planning records, the setting's self-evaluation and action plans.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Hilary Boyd

Full report

Information about the setting

St. Pauls Playgroup was first opened in 1981 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a registered individual on behalf of the voluntary management committee. It operates from the community rooms at the back of St Paul's Church, in the area Blackbrook, which is close to St Helens. The setting serves families in the local and wider community. It opens five mornings a week from 9am to 12 noon during term time. Children attend for a variety of sessions. The children have sole use of two large rooms, the outdoor play space and the associated facilities, during the hours of operation.

The setting employs seven members of staff; one has Qualified Teacher Status and six hold appropriate early years qualifications at level 3 and level 2. There are currently 38 children attending in the early years age range. The setting receives funding for the provision of the early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- review current procedures to ensure that the medication policy includes all relevant information detailing the procedure to follow, including ensuring that information about medication is kept up-to-date, in particular when children are on long-term medication
- improve systems of communication and the organisation of practice to ensure that children's emotional well-being is fully supported through the effective and appropriate use of routines and support from their allocated key person
- ensure monitoring systems including supervisions, enable staff to use the information obtained at training, to ensure that the quality of teaching is consistent, and the impact of training in improving children's well-being is monitored.

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

- consider ways to involve children during mealtimes, to provide further opportunities to develop their self-help skills, and ensure staff use these opportunities to talk about healthy foods with children, to reinforce messages about healthy lifestyles.

Inspection judgements

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

Staff have a sound knowledge and understanding in how children learn. They use an effective system which tracks all children's progress, including the assessment of their starting points which is completed shortly after they have settled into the setting. Staff complete regular observations on their key children. These capture their abilities and interests in activities. Children who have special educational needs and/or disabilities have systems in place, which ensures that they receive appropriate targeted support, through the implementation of individual educational plans. For example, the deputy records and closely monitors the progress of children with special educational needs and/or disabilities, this helps to ensure that appropriate support and advice from other professionals is obtained.

The organisation of daily routines means that children predominately participate in a range of child-initiated play experiences during their time at the setting. Children show an interest in the electronic resources available, as they actively press keys or touch the screen and attempt to follow the instructions provided. Adult-led activities focus on supporting children with the next step in their learning journey. For example, an adult-led planned activity, supports individual children in developing their skills with using numbers to count, and their recognition of numerals. Staff provide support and prompts to help children to estimate the next number and model correct pronunciation to support the development of speaking skills. Children are developing skills in their personal, social and emotional development, as staff praise children's efforts during participation in some activities. Children with English as an additional language are supported as staff hold regular discussions with parents about gaining an understanding of ways to work together when supporting individual needs. Books are shared with children during planned key group time and some children access books independently during the session. Children enjoy creating marks on paper and through interaction provided by staff, children are starting to give meaning to marks and develop some level of hand-eye coordination.

Effective partnerships with parents ensure that the recording and assessing of children's starting points is obtained through discussion and relevant records which are completed before children start. This information helps staff to assess children's individual starting points. The setting holds regular parents evenings, which provide an opportunity for parents to look through their children's files and share information about their child's progress. Key group times provide opportunities for children and staff to carry out planned activities together. However, lack of effective organisation, means that the learning intentions of these activities, do not meet the range of developmental needs of the children involved. For example, the planned mathematics and literacy activity, where they match up a mathematical sequence and draw circles, to which they can write their name to, does not meet the needs of all children. Consequently, the quality of teaching is variable, which means children make satisfactory, rather than good, progress. The implementation of the progress check at age two is being undertaken in partnership with parents. Letters are sent home, informing them about the assessment and when it should be carried out in preparation for the check carried out by the health visitor. As a result,

parents are kept well-informed about their children's progress and information is shared by staff, about how parents can support this learning at home.

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

Before children start at the setting, parents complete an 'All about me' booklet with written details about their child's care and basic development needs. This information helps staff to consider ways to support the settling-in process for individual children. Although a key person system is in place, it is not yet fully embedded as communication systems do not ensure that staff are aware of the allocation of their key children. As a result, although staff are interactive and supportive to children, inconsistencies in practice means that different staff respond to the needs of the newest children throughout the session. As a result, children's emotional well-being is not fully supported. There are opportunities within the daily routine, when each key group gathers together to carry out their planned activities. This routine is implemented first thing in the morning and it also provides parents with an opportunity to have a discussion with their child's key person. This helps staff to obtain relevant information about individual needs on a regular basis. Although the implementation of group time supports partnership with parents, the lack of organisation in some areas leads to some children losing interest and others who are settling-in, are not always confident in their understanding of this daily routine.

Children have independent access to adequate resources in the areas of continuous provision organised around the main playroom. They independently explore the environment and select their chosen play activity based on the resources predetermined by staff or set out in the continuous provision, which include a larger playroom adjacent to the main playroom. These include, resources to support handling of equipment. For example, a small group of boys negotiate with each other as they use the interlocking shapes to create dens and act out play experiences together. Children have access to a range of resources in the large outdoor area at a specified time during the morning. They enjoy their time outdoors and are developing an awareness of the importance of physical exercise as they use open-ended resources. For example, children tie a rope to the small wooden supporting frame, and create a school role play area. They develop physical skills as they use the wide range of wheeled resources to manoeuvre around the large open space. Staff support children as they climb and move their bodies along the climbing frame. As a result, children are developing self-confidence alongside awareness in how to move their bodies safely, with support from responsive staff.

Children are beginning to develop an understanding of how to behave and keep themselves safe. This is because staff use appropriate language to explain how children can take turns when using resources and the importance of using resources appropriately. For example, staff provide a gentle instruction informing children that we keep the sand in the sand-pit. Children are still developing their familiarity with the daily routines and are reminded to wash their hands before having their snack. The setting has recently achieved a Healthy Early Years Award and children are provided with a range of healthy food options. However, the lack of effective monitoring means that children are not involved in the preparation or handing out of food or drink at mealtimes, and staff do not use this routine as an opportunity to discuss healthy lifestyles. In addition, robust procedures are

not in place to ensure that the medical needs of children are reviewed regularly. As a result, children who are on long-term medication have not had their needs reviewed to ensure that the setting has the relevant information when administering medication. Therefore, children's health and medical needs are not fully supported.

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

Those with overall responsibility of the setting, which includes the registered person who is also the manager, deputy manager and the committee, have sufficiently met the actions and recommendations set at the last inspection. They have strengthened their procedures to safeguard children through reviews of the safeguarding policy, alongside ongoing support to staff through training, and attendance at staff meetings. As a result, staff are able to demonstrate a sound knowledge and understanding of their safeguarding procedures. They are aware of the signs and symptoms of abuse, and are able to follow their safeguarding procedure, should any child protection concerns arise. Adequate recruitment and vetting procedures are carried out and all relevant documentation to reflect the required suitability checks is carried out on existing staff.

The manager has worked closely with the committee, external agencies and the local authority towards making improvements to the setting. Through effective collaboration with others, the manager has implemented a range of tools to support the ongoing evaluation of the setting. For example, his accurate identification of the setting's priorities feeds into subsequent actions, which are reviewed on a regular basis. Monitoring of children's individual tracking feeds into ongoing development, because it supports the identification of the setting's training needs. As a result, staff are supported to attend relevant training, which also supports the development of their skills and abilities. However, lack of effective monitoring of practice, means that the impact from attendance on training and organisation of practice, does not consistently raise the quality of experiences and delivery of appropriate activities for all children. Systems are in place to support staff through regular supervisions, and the manager has recently carried out appraisals in partnership with a representative from the committee. Regular meetings with the committee, provides them with the relevant information to ensure they are aware of their roles and responsibilities to the setting.

The setting is committed to working in partnership with parents, other professionals and external agencies. They work closely with parents and others, to ensure they are able to support children through the implementation and review of individual educational plans and guidance from professionals. Staff provide parents with information about their children's progress through parents meetings and informal discussions. As a result, effective arrangements for sharing information and working in partnership with others, helps to identify children's needs in order to help them to make adequate progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are **Met**

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	323098
Local authority	St. Helens
Inspection number	819220
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	41
Number of children on roll	38
Name of provider	St Paul's Playgroup Committee
Date of previous inspection	23/11/2011
Telephone number	01744 453181

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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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