

St John's Green Playgroup

St Johns Green Primary School, St Johns Green, Colchester, Essex, CO2 7HE

Inspection date	14/02/2014
Previous inspection date	15/12/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 form close attachments with their key person and enjoy their time at playgroup. The range of resources and activities are used to support play effectively.
- Children's personal and social development is good. They behave well and interact positively with one another.
- Robust systems are in place to ensure that staff are appropriately experienced, qualified and vetted to work with children. Staff are confident and vigilant in safeguarding children in their care.

It is not yet good because

- Evidence to show that parents are always informed about accidents which happen to their children is not always consistently recorded.
- Children whose home language is not English are not provided with appropriate opportunities to use their home language in play, enabling their language development to be effectively supported.
- Effective systems for reviewing the planning and assessment are not implemented. This results in the manager having a lack of impact in the monitoring of the quality of the educational programmes.

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 viewed the premises, toys and equipment.
- The inspector engaged in discussion with children, parents and staff.
- The inspector sampled a range of playgroup documentation.
- The inspector observed interactions between staff and children.
- The inspector carried out a joint observation with the manager.

Inspector

Amanda Popplewell

Full report

Information about the setting

St John's Green Playgroup opened in 1981 and is registered on the Early Years Register. Most of the 29 children currently on roll receive funding for nursery education. It is run by a committee of parents and operates from a room within St John's Green Primary School, in Colchester. The playgroup can support children with special educational needs and/or disabilities and those who speak English as an additional language. The playgroup opens from 8.45am until 11.45am, five days a week, during school term times. The accommodation is suitable to cater for children and adults with special educational needs and/or disabilities. All children share access to a secure enclosed outdoor play area. Four staff work with children. All staff are qualified to a level 2 and three staff, including the manager, hold a level 3 qualification. The playgroup receives support from the local authority and is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- take reasonable steps to ensure that children whose home language is not English are provided with opportunities to use their home language in play, to support general language development
- ensure that accident records provide evidence that parents have been informed about any accidents that happen to their children.

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

- provide more regular opportunities for parents to be involved in their children's learning and development, including a clearer understanding of how well their children are progressing over time in the different areas of learning
- improve systems for planning adult and child-initiated activities, ensuring that observations show that children are making sufficient or good progress in their next steps of learning.

Inspection judgements

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

Staff generally understand how children learn and develop and provide them with opportunities to guide their own learning and play. Planning is devised on a half termly

system, based on a range of resources that is available for children to access. There is some evaluation of the activities. However, it provides limited opportunities for staff to ensure that children are being effectively challenged. The key person observes the development of their key children and is responsible for recording this in the child's individual learning journey. However, they do not identify next steps in learning frequently enough to fully monitor their progress. Learning journeys are beginning to be shared with parents each half term, so that they can view their child's progress and have meetings with the key person to discuss how their child is progressing.

Children are provided with a range of resources and equipment, which covers the seven areas of learning. For example, they are provided with opportunities to mark make on clip boards to develop their writing skills. Communication and language is enhanced through staff using open-ended questioning. Children with special educational needs and/or disabilities are supported well in partnerships with parents and other professionals, regular meetings are held and information is passed on.

There are posters, books and small world equipment to enable children to explore the wider community and to develop an understanding of people with differing needs. Physical development is enhanced with play dough, peg puzzles and larger piece puzzles. Children have opportunities to develop an understanding of the world through a range of experiences. They plant and grow flowers and vegetables. In the spring they incubate chicken eggs and develop an understanding of how chicks hatch. While outside they play with sand, use bats and balls. Children enjoy participating in a range of festivals and special occasions, such as Valentines Day, creatively making valentines cards, which extends their knowledge of different cultures. However, there are few opportunities for children whose home language is not English to use their home language in play within the playgroup environment. There are opportunities for children to sit with staff and explore books or within the role play area dress-up as policemen and women, sit down and have cups of tea and pizza and act out the roles with costumes on.

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

Children are happy and settled in the playgroup environment. The key person system is effective in establishing positive relationships between staff, parents and children. Key children are identified depending on how well a bond is made between the staff member and child, providing flexibility and security for the child. During the first few sessions parents are asked to stay as the playgroup understand that it is important for children to feel happy and confident before they are left.

The playgroup is bright and welcoming with a range of resources for children to access. Staff are caring and encourage children to explore the environment. This helps them to develop confidence. Favourite story books are read together and group role play scenarios using telephones help to develop friendships with other children and successfully maintain harmonious play.

A healthy morning snack enables children to enjoy a range of foods, such as, raisins, crackers, bread, butter, cheese and jam. Children wash their hands and are encouraged to use their independence skills, such as buttering the bread or cracker and spreading the cheese. Children are encouraged to ask for support if required when pouring milk or water. During snack time an adult encourages children's social interaction as they talk freely about holidays.

Pictures of positive imagery are displayed around the walls. Children interact positively with one another and are beginning to develop good social skills as they share and show concern for others. For example, a child puts their arm around another child during a discussion.

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

Staff have a secure understanding of the learning and development and safeguarding requirements of the Statutory framework for the Early Years Foundation Stage. They are competent in their roles and responsibilities and have a good understanding of local safeguarding procedures. All adults working with children have been vetted and proof of the checks used to access their suitability is available to view. Risk assessments are carried out to ensure that the environment that children utilise is safe and secure. Fire evacuations are conducted in conjunction with the school fire drills. Appropriate documentation is in place. However, some of the entries in the accident book have not been signed by parents. Therefore, there is no effective record to show that parents have been informed of these accidents.

The staff team are appropriately qualified and experienced. Policies are reviewed and regular appraisal systems are in place to monitor staff performance and review suitability. There are some systems in place to monitor the educational provision; however, these are not vigorous enough to show how individual children's learning is planned for. For example, the key person observes children's learning, but the next steps are not always highlighted. Therefore, this leads to limited knowledge on all the areas of learning.

Partnerships with parents are developing. Parents spoken to at the time of the inspection share positive comments regarding the playgroup, they have said that their children are progressing well. Parents have opportunities to look at their child's learning journey and next steps of development every half term. Staff have good links with the local school and have developed a good understanding of the skills that children need to prepare them for school. For example, children seem confident in their surroundings; parents commented that letter formation is developing and that their child is beginning to form recognisable letters of their name.

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	402071
Local authority	Essex
Inspection number	872207
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	29
Name of provider	St John's Green Playgroup Committee
Date of previous inspection	15/12/2009
Telephone number	01206500047

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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
Manchester
M1 2WD

T: 0300 123 4234
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