

Sutton Methodist Playgroup

Church Street, Sutton, Kingston upon Hull, HU7 4TD

Inspection date	13/03/2014
Previous inspection date	19/05/2011

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		2

The quality and standards of the early years provision

This provision is good

- Teaching is good because the staff fully understand how to promote children's learning. This results in high expectations for their achievements. Consequently, children's progress is good given their starting points and abilities.
- Children are interested and engaged in their play; this is supported with a wide variety of resources and activities that motivate them. This is reflected in their positive behaviour and confidence in what they do.
- Staff are secure in their knowledge and understanding of safeguarding matters. As a result, children's safety, health and well-being are effectively supported.
- Partnership with parents is very effective. They comment positively on the quality of the information they receive about their child. They undertake observations at home, which are used as part of the evidence base in their child's assessment. Parents are therefore well informed of their child's development and are supported to contribute to their learning.

It is not yet outstanding because

- There is scope to enhance develop children's understanding of the natural world further by making fuller use of the outdoor environment.

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 activities in the playroom and outside areas used by the children.
- The inspector held discussions with the manager, staff and children throughout the inspection.
- The inspector looked at children's learning journey records, planning and a selection of policies, procedures and other relevant records and safeguarding documentation.
- The inspector took account of the views of parents spoken to on the day and through written feedback provided.

Inspector

Carol-Anne Shaw

Full report

Information about the setting

Sutton Methodist Playgroup was registered in 1970 and is on the Early Years Register. It is situated in the Methodist Church Hall in the Sutton area of Kingston upon Hull. The setting is privately owned and managed. It serves the local and surrounding areas. The building has access via a ramp at the front. There is an enclosed outdoor area for children's play. The playgroup currently employs four members of staff, all of whom hold qualifications at level 3.

The setting is open each term Monday, Wednesday and Friday from 9am to 3pm, and on Tuesday and Thursday from 9am to 12noon. Children attend for a variety of sessions. There are currently 45 children on roll, all of whom are in the early years age group. The setting provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the outdoor learning environment even further, in order to support children's understanding of the natural world through the different seasons, for example, by feeding the birds and planting flowers that will provide interest throughout the year.

Inspection judgements

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

The staff team dedicate themselves to ensuring children experience a stimulating and exciting range of activities. Key persons are skilled at adapting these to suit children's individual needs, interests and stages of development. Children have opportunities to explore, try out new things and build on skills they already have. For example, in the creative area there are a variety of materials and working tools, including scissors that children use creatively and safely. Adults at the setting plan activities using their thorough knowledge of the children's interests and capabilities. This means children become fully engaged in their learning. Planning is also based upon regular observations of children's play and identified next steps. These observations and assessments are regularly monitored, to ensure each child makes good progress across all the learning areas. Adults record children's achievements frequently, enabling children to take photographs of things they have done to be included in their learning journals. The journals are readily available to parents. Key persons create individual learning plans for all children. Children's learning at home is well supported as staff encourage children to take story books home to share with parents. Staff work with parents as they go through children's learning plans with

them each term.

The quality of teaching and learning is good. Adults display an understanding and sensitivity in their guidance and interaction with children. They play and support children effectively, for example, in early writing activities, giving them ideas to work with. Boys sitting at the table talk with staff about the sharks they have drawn. All children are interested and keen to learn from the varied range of play opportunities on offer. This helps children to have the key skills needed for the next steps in their learning. Overall, daily outdoor play provides a good range of climbing and balancing opportunities, to give children confidence in their physical abilities, as well as different challenges. However, there is scope to improve the outside environment to further support the children's interest in the natural world throughout all the seasons.

Individual children's involvement and participation in the activities available are supported well through the skilful input of staff. They observe and question what the children are doing. For example, adults use chalk to promote early writing skills outside, recreating images, measuring length and using number recognition. Different types of interactive games help promote children's knowledge of colours, shapes and an understanding of the need to take turns. Adult-led activities mean that children are given opportunities to practise their listening skills as they take part in storytelling and singing action rhymes. Children are encouraged to talk about their own family and home, which gives them a sense of where they belong and helps them to feel secure. Children are able to make independent choices about how they spend their time in the setting. They are able to choose when they have their snack and can always get a drink of water when they want to. Adults are particularly adept at promoting children's speech and language skills. They work with other professionals to hone their own skills and knowledge for the benefit of the children. Older children show their understanding of letters and using words by attempting to write their names on their pictures, or select them to self-register. Younger children practise their emerging writing skills as they use resources, such as the sand to make marks in. Children's literacy is effectively supported in play and routines. All children clearly enjoy and benefit from their time at the setting. Staff recognise that some children may have additional needs and effective planning is in place to support individual children with any special educational needs and/or disabilities to achieve their full potential. Different strategies are used to support children's communication, and picture prompts are in place to support their understanding of the daily routine. The setting is aware of how to complete the children's progress check at age two and appropriate information is collated for these to be completed as required.

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

The staff display a good understanding and sensitivity towards making sure children feel secure and valued. Children are supervised very well and staff offer them support in their play, helping them to learn successfully. The key person system is used effectively to increase children's feelings of safety and build on the trust for the adults who care for them. The staff support children with special educational needs and/or disabilities very well. They are able to show how they act on advice from parents and other professionals. Activities are adapted to meet individual children's varying needs. They work closely with

parents and other carers. This results in the sharing of information and supports children's emotional development effectively. Attachments are strong.

Providing an effective learning environment is a big challenge for the staff as they use a shared building. The pre-school room and outdoors are well organised for children and are arranged well to support the different areas of learning. There is low-level storage, which allows children to independently help themselves to the resources. Indoors has lots of displays that focus children's interest and value children's creative work.

The staff working with the children have first aid qualifications. If children sustain minor injuries, these are efficiently treated and the children are soon back playing. Children serve themselves at snack time and also manage their own packed lunches, sitting together in a social group. Adults are on hand to assist them and discuss what the children are eating. Children learn about healthy eating as they enjoy their balanced and nutritious snacks with water or milk to drink. Effective risk assessments carried out on a daily basis help identify any hazards, which are effectively addressed and ensure children are cared for in a safe environment. Children are learning how to get used to keeping themselves safe in an emergency. For example, they regularly practise evacuating the building. Children learn the importance of washing their hands before eating and after using the bathroom. This means they become increasingly independent as they get older. The children enjoy the free-flow access to the outdoor play area each day, which ensures they have daily exercise in the fresh air. The children are taken out for walks in the local area to support them learning about their community. Children behave very well, developing their skills by playing together in small groups learning to socialise, share and take turns. Adults provide good support and supervision that promotes respect for each other throughout the provision. Children are also well prepared for new challenges they might experience, helping to prepare children for their eventual move on to school.

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

Safeguarding is effective because the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage are fully understood by all the staff. They are fully aware of their responsibilities to manage any safeguarding issues and the procedures they are required to follow, ensuring that relevant information is shared immediately and children's safety is promoted at all times. This means that children are well protected in the setting. There are robust recruitment and selection procedures, and staff are monitored to help ensure their continuing suitability. The setting has a range of policies and procedures in place to support the staff to keep children safe. These are reviewed regularly and are implemented consistently across the setting. The staff demonstrate a good understanding of how to keep children safe. Access to the setting is carefully controlled and parents are frequently reminded of the procedures for leaving and collecting children. Staff assess risks continuously and address issues, such as spillages, immediately. Accidents are carefully recorded and this information is shared with parents. Accident reports are monitored to identify any risks which could be avoided.

The staff team have a clear understanding of their responsibility in meeting the learning

and development requirements of the Statutory framework for the Early Years Foundation Stage. Secure systems are in place to monitor planning and assessment to ensure staff are fully aware of children's progress. There is an effective tracking procedure, which ensures identification of gaps in development for individual children as well as particular groups, such as those whose starting points are lower than expected. There are systems in place for managing the performance of staff, which now includes regular supervision. Areas for ongoing professional development are identified and a wide range of training is attended by the staff, moving forward the quality of the teaching. Staff work together to regularly review their provision and have action plans for continual development. This has a positive impact on the quality of teaching and children's learning and development. Self-evaluation is continuous and involves the views of parents and children. As a result, there are plans in place to drive forward the quality of the setting as a whole.

Partnerships with parents are good. The playgroup uses a number of methods to involve parents, including key person meetings, newsletters, notice boards and questionnaires. These are also used to keep parents informed. As a result, parents comment positively about the setting; they say staff are friendly and that they are kept well informed about their children's learning and development. The staff are committed to partnership working with outside agencies, and attend meetings with other professionals to ensure children with special educational needs and/or disabilities are effectively supported in their learning and development. This helps the exchange information and shares effective practice. Close working with the local school provides support for the children when the time comes to move on.

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	510001
Local authority	Kingston upon Hull
Inspection number	872354
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	45
Name of provider	Sutton-on-Hull Methodist Church Committee
Date of previous inspection	19/05/2011
Telephone number	07905 907552

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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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