

# Crewkerne Methodist Church Playgroup

Crewkerne Methodist Church, South Street, Crewkerne, Somerset, TA18 8DB

<b>Inspection date</b>	20/03/2014
Previous inspection date	27/04/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 achieve well because staff use good teaching techniques and closely monitor their progress. Staff provide experiences that capture children's attention so that they enjoy their play and often concentrate well at what they do.
- The indoor and outdoor child-focused learning environments provide interesting and stimulating activities that engage children to support their learning and development.
- Children enjoy their time in a playgroup where their needs are put first. The key person system works exceptionally well to encourage children to feel welcomed and valued.
- The manager provides strong leadership to a committed team of staff. Plans for improvement are well targeted to further raise the quality of provision.

### It is not yet outstanding because

- Some whole-group activities do not always provide suitable challenge.

## **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 activities in the main hall of the playgroup and the outside area.
- The inspector looked at children's observation, tracking and assessment records, planning documentation, evidence of suitability of staff working with children in the playgroup and a range of other documentation.
- The inspector met with the manager and deputy and spoke with staff and children.
- The inspector took into account the views of parents spoken to on the day of the inspection.

## **Inspector**

Marie Bain

## Full report

### Information about the setting

Crewkerne Methodist Church Playgroup (Busy Bees) operates from the main church hall, in Crewkerne, Somerset. Children have use of the hall and adjoining rooms, with a fully enclosed outdoor play area.

The playgroup is run by the church committee and is registered on the Early Years Register and both parts of the Childcare Register. It is open from 9am to 1pm daily Monday to Friday, term time only. There are currently 21 children on roll, all of whom are in the early years age group. The playgroup receives funded early education for three and four-year-old children. There are four members of staff who work with the children; of these, two have early years qualifications at level 3, one at level 4 and one member of staff is unqualified.

### What the setting needs to do to improve further

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

- consider ways to extend circle time to provide greater challenges for children.

## Inspection judgements

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

Children's progress in their learning is good because staff have a thorough understanding of how to engage children's interests and support their development. As a result, children are keen learners and settle quickly within the welcoming playgroup. Staff make regular and varied observations to capture children's interests and use this information well to plan appropriately. Staff gather information from parents when children start. They quickly identify areas in which children need additional support, which means that appropriate support can be put in place to close gaps. Evidence of children's progress is clearly recorded in their learning journals. The learning journals incorporate written observations, photographs and examples of children's work to demonstrate the good progress they make.

All staff consistently engage very well with children. Teaching techniques in this playgroup are strong. Children decide which activities they would like to engage in. Staff clearly understand that young children enjoy their play through relating and communicating with others and learning through exploratory play. They motivate children's interests effectively by joining in their games and showing their enthusiasm and interest. For example, children learn how to excavate dinosaurs from a block of ice, using various methods and tools. By adding warm water to ice, they learn about melting and about cause and effect. Children develop friendships as they extend and elaborate play ideas together during role

play activities and they freely chat to one another as they play. They use the large foam climbing blocks to make a bus and train to 'travel' around the hall, and brush and style the teddy bear's fur in the hairdresser's role play area. Children put on hard hats to build houses, using foam bricks and tools, and as they do so, they predict, try out solutions and then evaluate the results. Overall, children build firm foundations for early literacy through listening to stories and activities such as the 'Silly soup song'. Staff use pictures in the 'soup' to teach children letters, sounds and rhyming patterns, which leads to children understanding the symbolic nature of written language in readiness for going to school. However, during this circle time activity, staff miss the opportunity to challenge children's learning further. For example, by extending the rhyming song into a game or allowing children to talk to the group. Children use technology equipment, such as the computer and keyboard. These encourage children to think, problem solve and use their language skills well. Children express their thoughts to others as they take turns on a computer game. They develop their confidence in using a mouse to select items in the game.

Children have great fun exploring textures such as shaving foam, rice, flour and spaghetti. They use the tools and containers to spoon, pour and mix 'potions' and practise writing in the shaving foam. These activities help children learn to develop their fine motor skills and hand-eye coordination. The outdoor learning environment is well equipped with both large and small apparatus and toys. There is plenty of space for the children to run freely, climb and develop their skills. Staff use many different resources to teach children about the wider world. For example, they plot the adventures of 'Raffles the travelling bear' on a map, so that children can learn about the countries and outings he enjoys when he goes home with different children at the playgroup. His scrapbook of adventures is a popular talking point with staff and children. Children learn about the local community, and participate in it, through a variety of outings. For example, they visit the library for story time, and go to the shops and the supermarket to buy food for snack time. Children join the church celebrations at Easter and Christmas and take part in the service by singing songs to the congregation. These activities and experiences support children's early language development, which is essential for when they move on to school.

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

Children develop strong bonds with their key person and appear to feel safe, settled and secure in a familiar playgroup setting. Staff are warm and kind and there is a purposeful atmosphere in the playgroup, indicating children are motivated to take part in the games and activities. Children behave very well because they are well occupied and comfortable within the playgroup routine. This is flexible and meets their developing needs. Staff use positive strategies to manage behaviour and they encourage children to seek the help of an adult if they are worried. Children are very polite, encouraged by staff who act as good role models. Staff show a caring attitude and respect for all the children. This approach fosters continuity of care and supports children's emotional well-being.

The playgroup is an attractive and stimulating learning environment. There is a good range of high quality resources which are stored to allow free and independent access for the children and encourages inclusion and children's awareness of diversity. In addition,

children may use the 'choosing' and 'computer' books to select from the pictorial catalogue toys they wish to play with or games for the computer. Bright displays include examples of children's art work, giving them high levels of pride and belonging. For example, a very beautiful display of a Chinese dragon, made using various textured materials and photographs of children having fun at the play art sessions. All children have free access to indoor and outdoor play, effectively extending their choices about their own play and learning.

Children begin to develop good self-help skills, such as serving themselves at snack and becoming independent in toileting routines. They have healthy choices at mealtimes as they enjoy fresh fruit and well-prepared lunch boxes. Snack and lunch times are sociable occasions, with staff and children interacting together. Children energetically join in with physical exercise, such as when playing outside. This provides children with firm foundations for developing a healthy lifestyle. The combination of a well-resourced environment and knowledgeable staff supports children's development well and promotes their growing independence skills. This is especially important as children become older and prepare to move into school; the well-organised support provided by staff at this time means that children are able to have a positive transition.

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

The playgroup is proactive in safeguarding children. Effective, up-to-date training means that staff have a clear understanding of child protection. Staff confidently implement robust safeguarding procedures in order to protect children. Policies and procedures are thorough, and support staff well in providing a welcoming and stimulating environment for all children. Detailed risk assessments clearly identify possible hazards, as well as the action taken by the provision to eliminate or reduce any risks. Robust recruitment processes are in place. For example, the committee takes up references, conducts enhanced Disclosure and Barring Service checks and regularly supervises and supports all staff, to help ensure their suitability.

Leadership is focused and demonstrates a strong commitment to improving the quality of the playgroup. There are clearly identified priorities for improvement through an ongoing self-evaluation process. The system actively seeks, and uses, input from staff, children, and parents to identify strengths and areas for improvement. Regular training, as well as safeguarding and safer recruitment audits, means there is a focus on sustained quality across the playgroup. The playgroup receives support from the local authority, from whom they actively seek advice, acting on it to improve the service they offer. The manager uses this information to form the setting's action plans and to target areas for further improvement.

Strong partnerships with parents contribute to a coordinated approach to children's care and learning. Staff are welcoming and friendly, and are always on hand to chat to parents and reassure them of their child's well-being. There is a cohesive approach to identifying any gaps in children's learning. Staff encourage parents to share their children's

achievements and to be actively involved in reviewing their progress. There is a parents' notice board and regular newsletters to keep parents informed about events and activities, and support available from local agencies. Parents say that they are very happy with the setting and that they are pleased with the progress their children are making. They praise the friendly atmosphere and they comment favourably on staff commitment and their dedication in providing children with a safe and secure environment.

Where children attend other early years settings, effective systems have been set up to exchange information about children's learning. Staff maintain highly effective partnerships with the schools that children move on to. Reception class teachers visit the playgroup, and children use the forest school as well as attending 'Rising Fives' sessions at the schools. This means children mix freely with the Reception class and Year 1 children, as well as getting to know the teachers. This builds firm foundations for children's successful transition to their next stage of learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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	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

<b>Unique reference number</b>	EY280504
<b>Local authority</b>	Somerset
<b>Inspection number</b>	843613
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Crewkerne Methodist Church Committee
<b>Date of previous inspection</b>	27/04/2010
<b>Telephone number</b>	01460 77078

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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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