

St Luke's Playgroup

71 Liverpool Road, Crosby, Liverpool, Merseyside, L23 5SE

Inspection date

26/03/2014

Previous inspection date

03/02/2009

The quality and standards of the early years provision

This inspection:

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	1
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 as staff understand how children learn. They make thorough observations and plan activities to meet the needs of every child. This ensures that each child makes good progress in their learning and development given their starting points.
- The highly effective key person system ensures that every child receives consistency of care. Staff know children well and are loving, sensitive, and attentive to their individual needs. Therefore, all children feel safe, secure and happy.
- Effective teaching strategies are in place to help children develop early language and communication skills and to support their physical, personal, social and emotional development. As a result, children are well-prepared for school.
- Children have consistency and continuity of care as there are very effective partnerships in place with parents, carers, schools and other professionals.
- The provider and staff have an excellent knowledge and understanding of the welfare and safeguarding requirements. Consequently, children are exceedingly safe while in their care.

It is not yet outstanding because

- There is scope for staff to further extend their investigative and sensory skills.
- There is scope to enhance the use of the outdoor play space to extend children's all round development.

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 a variety of activities in the designated playroom.
- The inspector talked to staff and children throughout the morning and conducted a joint observation with the provider.
- The inspector looked at a range documentation, including policies, planning and assessment, children's records, risk assessment and safeguarding procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day and from comments included in children's learning journey records and the setting's own parent survey.

Inspector

Dorothy Williams

Full report

Information about the setting

St Luke's Playgroup was registered in 1999 on the Early Years Register. The playgroup is privately owned and managed. It serves the local area and is accessible to all children. It operates from a church hall in Crosby, in Liverpool. There is an enclosed area available for outdoor play. The playgroup employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one at level 2. The playgroup opens Monday to Friday, term time only. Sessions are from 9.20am to 11.50am. Children attend for a variety of sessions. There are currently 35 children attending, who are in the early years age group. The playgroup receives support from the local authority early years team.

What the setting needs to do to improve further

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

- provide a range of resources, such as, magnifying glasses, bug boxes, trays of soil and other materials to inspire children and further develop their investigative skills
- investigate access to and use of the outdoor area further, in order to further support children's all round development.

Inspection judgements

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

Children receive a warm and friendly welcome to the playgroup. They enjoy a wide and varied range of well-resourced activities that support and promote their continued learning and effectively meet their needs. Staff plan well, taking into account each child's interests and age and stage of development. This good planning along with quality teaching means that children continue to develop skills and attributes needed for future learning. The playgroup is well-organised so that children can make good choices to support their interests and play. For instance, children enjoy building towers with blocks and deciding which is the tallest. They play 'mummies and daddies' using their knowledge and imagination to extend home experiences to the playgroup and make meals in the home corner with a mixture of real and play resources.

The planned activities cover the seven areas of learning. There is a strong emphasis on the interests of children and they display the attributes of fully engaged, active learners. Groups of mixed aged children happily play together and learn from each other. Staff are thoughtful to ensure all children are included. When making jam tarts or rolls children make dough with flour, water and oil and then they roll, stretch, cut and shape the dough to make jam tarts or bread rolls. Staff ask open-ended questions, such as 'what do you

think would happen if...? and 'What should we make today? They effectively draw in all children and ensure those who want to play can do so. Children talk to each other as they play. They ask about birthday parties and what they are doing after playgroup. When cutting and sticking they ask for colours, such as pink 'because it is my favourite colour'. They use scissors well to cut out shapes and snip materials. They carefully replace scissors saying 'cutting side down' in the pot. Children take turns to work on a one-to-one basis with their key person when making Mother's Day cards. They talk about their mother and what she means to them. They use sponges and different colours to depict a bunch of flowers. Children are encouraged to write their own message with appropriate support. This encourages children's critical thinking and enables them to recall memories and facts.

When playing hopscotch children not only jump, skip, run and hop, but they learn to recognise numbers from one to 10, they add and take away numbers up to 10 and take turns to accurately throw their disc to the next number. In this way they are learning basic number bonds alongside social skills and mathematical vocabulary. Children love stories and books. They have a quiet time when books can be chosen and read individually or in groups. Staff expertly read stories and children join in familiar rhymes and words. Most areas of development are planned for within the playgroup. However, there are fewer opportunities for children to investigate and explore interests, such as, mini- beasts, soil, sand and water on a daily basis. Most physical activity takes place indoors as the outdoor garden has restricted access and strict terms of use as it belongs to the host church. The provider is working with the church to find a solution so that children can access many more outdoor activities. Occasional outings to the park enable children to have unrestricted play in a larger area.

Staff know children well because they take time to meet them and their parents during the initial registration. Staff gather a good deal of information from parents and children as they settle in. Staff use this information to complete a starting point assessment and to discover each child's needs and interests. Children's learning journals show good observations linked to the areas of learning. Staff use these observations to effectively track children's progress and highlight areas of weakness. Timely interventions and 'Every Child A Talker' language assessments ensure that all needs are appropriately met and that children develop the skills and attributes needed for transition to school. Parents are warmly welcomed into the playgroup. Staff share children's achievements and encourage parents to continue planned learning at home and in the environment, such as looking for shop names and numbers on doors, buses and counting steps, cups, plates and cutlery at home. Consequently, children have continuity of care and their needs are very well met within the playgroup.

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

Children's personal, social and emotional development is very effectively supported within the playgroup. They are happy and enjoy their sessions because staff know children really well. As a result, children express a really strong sense of belonging; they feel safe and have a deep sense of trust. The ethos of the playgroup is to provide an environment where children's social, emotional, physical and educational needs can be met and each

child is treated equally. Behaviour in the playgroup is exemplary. Staff are excellent role models, interact well with children and engage them in meaningful conversation, which produces a calm, relaxed and friendly atmosphere. Children are well aware of boundaries and treat each other with care and respect, for instance, as they complete jigsaws together. When a child is sad because the tower falls down, others cheer them up with a hug or a smile saying 'It's ok; we can build another one together'. Children are gently reminded to share glue pots and spreaders so that everyone can reach the glue easily. Children have impeccable manners. They say 'excuse me' when they need to speak or interrupt a conversation and use please and thank you at appropriate times. They respond well to visitors, they are polite, ask interesting questions and invite visitors to join them for snack or activities. They ask pertinent questions, such as 'Would you like a cup of milk and a cheese biscuit, you can sit at our table if you like?', 'Did you come on the bus, or in a car? Where is your car?' and 'Do you know my mummy or nana?' They listen well to answers and form the next questions based on what they hear, know and understand.

Children follow excellent hygiene routines by washing their hands at appropriate times with few reminders. All children are fully independent in their hygiene routines. They have a wide range of opportunities to learn about healthy lifestyles because they are offered a range of nutritious healthy snacks, such as, cheese and crackers, sandwiches, fruit and raw vegetables. Children have access to water throughout the session and are offered water or milk with their snack. Children sit together and are very sociable. They talk to each other and share experiences, such as birthday parties and outings with each other. Children develop an excellent sense of risk assessment. When using the climbing frame they are careful to seek an adult to stand close by, they climb the steps carefully and sit down at the top. Children remind each other to be careful not to drip glue on the floor and to pick up the dough as it is slippery. At tidy up time children help to put all the activities back into their boxes ready to be stored away. They remind each other to pick up all the blocks so that no one will fall over them. Children love to be active and use the space offered to good effect. They climb, slide, roll and creep round the climbing frame using concepts, such as, under, over and through as they play. They readily engage in ring games, action songs and dance sessions with staff. As children tire towards the end of the session they choose to sit in the quiet area and relax with a favourite book or soft toy. Staff may read a story or sing some rhymes as children wait for their parents to arrive. They use this opportunity to talk about the morning, what children have done and what they are going to do after playgroup. In this way children's interests are further extended and they learn to listen to each other and form opinions.

Children's well-being is given the highest priority at the playgroup. Staff have appropriate training in first aid and are very well aware of the medical or dietary needs of children in their care. Extremely good procedures are in place and are regularly reviewed to effectively support children's welfare. Staff know and understand the needs of all children and are able to provide any extra support needed to ensure their inclusion in all activities. There is a very strong family feel to the playgroup as many children attend with siblings, or are second or third generation of children who have attended. The very stable staffing policy means that staff know the families extremely well. Consequently, all children feel very secure and make excellent emotional attachments while at playgroup. Meaningful conversations between staff and children ensure that children's opinions are heard and their comments valued. The child's voice is noted in evaluations that are then used to plan

future sessions. As a result, children are involved, active and motivated by the interesting opportunities and experiences available to them. They are extremely well settled and thoroughly enjoy their sessions in the playgroup.

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

St Luke's Playgroup is well-managed and led. The provider is also the manager. She has very high expectations of herself, her staff and children who attend the setting. Accurate attendance records are kept and secure arrangements for collecting children are in place. Staff complete daily risk assessment to ensure the safety of the premises, resources and equipment that children use. This is important because the hall is used for other purposes in the afternoons and at weekends. A robust set of policies and procedures underpin the good practice seen within the playgroup. Children benefit from the wide range of resources and activities available.

There is a strong emphasis on safeguarding. The provider and staff have a secure knowledge and understanding of their roles and responsibilities to ensure the safety and welfare of all children. Staff recruitment and induction is robust ensuring that staff are fully trained and suitable to work with children. An effective system of staff appraisal and monitoring is in place and used well to identify training needs and strengths of staff. Staff undertake regular training to enhance their experience, such as aspects of the Statutory framework of the Early Years Foundation Stage, Every Child a Talker, First Aid and Health and Safety. Staff take advantage of local authority courses as they are offered and receive support from the early years team. All documentation is up to date, relevant and securely stored yet easily accessible if required during the session. All recommendations from the previous inspection have been fully met. For instance, children are becoming independent and self-confident learners because they help to set up and clear away at snack time and at the end of the session. They pour their own drinks and are able to make their own snacks. Children play well together in groups and decide on activities for themselves. Staff effectively plan for and track children's progress in all areas of the curriculum and regularly share their observations and assessment with parents and other professionals.

Parents value the strong partnership and relationships they have with St Luke's Playgroup. They speak highly of staff and are delighted with the activities they provide for children. They say that 'staff are especially good at teaching manners and good behaviour' and 'they give us ideas of what to do at home to prepare our children for school. We wish it was all day as they do so much'. Parents also comment that 'There are lots of activities and people who really love them and who are interested in all aspects of children's learning and development. Our children have plenty of opportunities to grow and develop here'. Staff have developed good partnerships with other settings and are eager to share information and support children as they transfer to the next stage of their education. St Luke's Playgroup is a very good provision and demonstrates a strong capacity to improve.

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	310484
Local authority	Sefton
Inspection number	876863
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	35
Name of provider	Jacqueline Crosbie
Date of previous inspection	03/02/2009
Telephone number	0151 924 9461

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Type of provision

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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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