

Kingswood Methodist Church Playgroup

Kingswood Methodist Church, Grantham Road, Kingswood, Bristol, BS15 1JR

Inspection date	07/05/2014
Previous inspection date	17/09/2008

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

- Partnerships between parents and children's key persons are strong. This promotes the effective and continuous sharing of information to support children's learning and development well.
- The staff help children to learn to manage their own personal care routines, which helps to prepare children to be ready for school.
- Staff have a good knowledge of all children's stages of learning as they use observations and assessment well to plan for what children need to learn next.
- Staff support children who have special educational needs and/or disabilities very well. This helps children to make progress in relation to their individual starting points.

It is not yet outstanding because

- Staff do not always enhance children's own play ideas to make the most of activities children have chosen to do themselves.
- Changes in daily routines are not always sufficiently planned to ensure that children are able to hear and follow instructions.

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 children and staff playing together.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to parents who were attending a coffee morning.
- The inspector sampled evidence of staff qualifications and suitability to work with children.
- The inspector sampled safeguarding policies and procedures, risk assessments and the self-evaluation form.

Inspector

Sue Mann

Full report

Information about the setting

Kingswood Methodist Playgroup opened in 1988 and is managed by a voluntary management committee which include the parents of children who attend. The playgroup is registered on the Early years Register and operates from the main hall of Kingswood Methodist Church. Children from the age of two to five attend the setting .The playgroup opens four days per week, from 9.15am to 2.45pm, Monday to Friday term time only. It does not open on Thursdays. All children share access to an enclosed outdoor play area. There are currently 42 children attending in the early years age range. The playgroup receives funding to provide free early education for children aged two, three and four years. The setting currently supports a number of children who have special educational needs and/or disabilities. The playgroup employs 7 members of staff, of whom four hold appropriate early years qualifications to at least level 3. A further two are currently undertaking further study to qualify to level 3.

What the setting needs to do to improve further

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

- develop staff's awareness of extending children's own play ideas through offering additional resources and help

- develop daily routines to enable all children to hear instructions and respond accordingly

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage. They carry out regular observations on the children, which helps them to identify children's current stages of learning and their interests. This information, along with the starting points the parents provide, enables staff to plan according to what children need to learn next. All children's observations are recorded in children's developmental records, which the setting calls Learning Diaries. These books provide clear information about each child's progress in relation to their starting points. Parents provide additional information about what they have seen and heard their children doing at home in the daily diaries. This means that staff and parents are able to work closely together to provide relevant and appropriate learning opportunities. Staff continually assess children's learning, this helps to monitor the progress children are making and identify early on any gaps in children's learning. Staff constantly adjust learning plans to provide all children with interesting activities, which offer suitable challenges. Consequently, all children are making good progress in

relation to their starting points and are ready for their eventual move to school. Staff provide a good range of resources, which children can choose from. Staff help children to learn about other cultures and religions by covering relevant celebrations and customs during the year. Staff invite parents into the playgroup to share their cultures with them. For example, parents bring in Chinese objects and show children how to make simple Chinese food. This helps children to learn about other cultures and develop an awareness of the wider world. Teaching is generally good as staff take time to listen to what children have to say and play alongside children. This enables children to talk about what they are doing and allows staff to extend children's learning through discussions. For example, staff sit with the children as they draw pictures. The children talk about seeing spiders at home. Staff extend this discussion through asking children how many legs spiders have. Children reply that spiders are 'frightening'. Staff respond by reassuring children that spiders won't harm them and use size comparisons to help children learn that spiders are very small compared to them. This helps children to learn to respect insects and that they are harmless. However, sometimes, staff do not always extend children's own play ideas. For example, some children use their imaginative skills and past experience to pretend that they are going on an aeroplane. Children are happy playing on their own, but staff overlook opportunities to extend children's play, by offering additional resources or helping children. For example, by providing ideas / resources to make their own passports. The staff care for children with special educational needs and/or disabilities. They work closely with the parents and other professionals, such as speech and language therapists to plan appropriate next steps in their learning and development. Educational plans are reviewed regularly, which helps children to make progress in relation to their individual starting points. Staff help children to develop skills they will need for school daily. Children learn the sounds letters in their names make and are keen to help their friends who are less sure. For example, children recognise and tell staff when their friends name starts with the same letter as theirs. They turn to their friends and help them to say the sound the letter makes. Staff provide children with reading books, which they take home and share with their parents. This helps children to begin to develop their early reading skills and be ready for the move to school. Staff plan daily opportunities for children to play outside. They make use of the car park, which has gates at either end. However, due to the restrictions placed on them by the halls management committee, all resources they provide have to be taken in and out daily. Although this limits the opportunities staff provide they make good use of the resources they have to enable children to enjoy being outside. For example, staff draw children's attention to the puddles, which starts a conversation about the weather. Other members of staff provide trays of compost, clean empty containers and runner bean seeds. Children are able to enjoy planting their own beans, scooping up the compost and dropping in their beans. Staff arrange alternative opportunities for children to enjoy physical exercise when the weather means that the children cannot go outside. They provide a range of soft play equipment in another area of the hall, which the children make good use of. Some of the staff are training to qualify as Forest School teachers and they take the children in small groups to the forest school area. This provides children with opportunities to learn about taking risks safely. For example, staff help and encourage the children to use saws to cut twigs from branches and build camp fires. This helps children to enjoy being outside in the fresh air and learn about the natural environment around them.

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

Children in the playgroup are happy and settle easily. They arrive eager to find their friends and start playing. Staff place high importance on working with the parents. Staff gather a good range of information about each child when they first start at the playgroup. This partnership continues throughout children's time at the playgroup. Parents have many opportunities to talk to their children's key person as they arrive to drop off their children. Staff organise regular drop-in coffee mornings, which enables parents to spend longer periods of time looking at their children's learning diaries. Key person's join the parents and pass on information about what they see the children doing and any emerging interests. This constant sharing of information allows the staff to plan relevant next steps in children's learning and means that parents can continue to support their children at home. Routines at the playgroup are integrated alongside free play and adult led activities. When children arrive, staff play music to bring the children together for 'wobble time' and registration. However, the volume of the music is too low for all the children to hear. Consequently, children enjoy moving and wobbling their bodies but not all of them are able to hear the music. Overall, Staff support children well to learn how to manage their own behaviour. They talk to children about the rules of the playgroup and use gentle reminders when children run about. Children learn how to share toys and resources, which helps to develop their social skills. Staff help children to learn the importance of healthy eating and leading healthy lifestyles. They provide fresh drinking water, which children help themselves too. In addition, every child has their own labelled water bottle, which children use frequently during the session. Parents provide children's packed lunches, which are clearly labelled for them to eat at lunchtime. Staff encourage parents to provide healthy options in their children's lunches, by providing information about suitable foods they can pack for their children. In addition, staff encourage children to eat healthily by rewarding children for their healthy lunches using a points system. Children receive points for having healthy foods, such as fruit in their lunch boxes. When they reach a total of 10 points, they receive a certificate. This helps to children to learn about healthy foods, which supports their good health and well-being. Staff take children outside daily to allow them to run about freely and develop their physical skills as they ride about on sit and ride toys and cars. The play opportunities are limited due to the constraints of the premises, but staff make good use of what they have to provide children with interesting activities. In addition, the weekly trips to the forest school gives children a wider range of outdoor play experiences. For example, building dens and bug hunting. Links with the local schools are working well to help children when they move to school. Staff invite the teachers into the playgroup, which means that children can meet their new teachers in familiar surroundings. This also allows teachers to talk to children's key person's and look through developmental records. Posters in the entrance hall show parents and children which schools children will go to. Therefore, children are able to know who is going to their school with them. The staff have made books for the children, which show the different schools in the area. Pictures of their classrooms, teachers, the school uniform and the playground enable children to become familiar with some aspects of their new school. This helps to develop their self-confidence and makes the move to school less daunting.

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

The manager has a good understanding of meeting the legal requirements of the Early Years Foundation Stage. All staff have a good understanding of their roles and responsibilities in safeguarding children. They are aware of the possible signs and symptoms to look out for and the procedures to follow should they have any concerns about children in their care. This helps to protect children. Risk assessments work effectively to monitor the indoor and outside environments and identify any possible hazards to children. Stair gates across the kitchen doors ensure that children are unable to go into the kitchen area. Staff stand by the main doors as children arrive and leave, which enables them to monitor parents and children arriving and leaving. The manager actively monitors the staff's observations and assessments on their key children. This helps to check that staff are correctly identifying children's stages and planning suitably challenging activities and experiences. Staff constantly adapt learning plans to support children's learning. This means that as children achieve a planned learning objective, staff plan for the next step in their learning. Consequently, all children are making good progress in relation to their starting points. The manager has robust measures in place to ensure that all staff are checked prior to starting work at the playgroup. She checks their suitability through the disclosure and Barring service and continually monitors their suitability through yearly declarations. This means that all staff are suitable to work with children. On-going supervisions provides opportunities for the manager and staff to discuss their practices and any concerns they may have about children in their care. All staff have yearly appraisals, which helps staff to identify additional training courses they may wish to attend. She encourages staff to attend a wide range of training courses. For example, some staff have been on forest school training and are now using this new knowledge to provide children with learning opportunities outdoors. Partnerships with parents are strong. Parents spoken to at the inspection were very happy with the care and education their children receive. The parents' comment that their children are making good progress and sometimes don't want to go home. There are similarly strong links with external professionals, who are able to come into the playgroup to observe children in their familiar surroundings. Care plans for children with special educational needs and/or disabilities are discussed alongside the parents. Therefore, everyone is working towards the same objectives. This helps children with special educational needs and/or disabilities to make consistent progress in relation to their individual starting points.

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	106997
Local authority	Bristol City
Inspection number	816920
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	42
Number of children on roll	42
Name of provider	Kingswood Methodist Church Pre-School Playgroup Committee
Date of previous inspection	17/09/2008
Telephone number	0117 9613488

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

