

# Styvechale Grange Playgroup

Church Centre, Lonscale Drive, Coventry, West Midlands, CV3 6QR

<b>Inspection date</b>	13/05/2014
Previous inspection date	11/03/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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. Staff promote children's learning well through a wide variety of interesting and challenging activities, and have high expectations for their achievements. As a result, children make good progress.
- Strong relationships develop between staff and children. Effective procedures for gathering information from parents and gentle settling into playgroup support the transition from home. This enables children to feel happy and relaxed in their day and encourages their feeling of security.
- Safeguarding arrangements are effective, resulting in the safety and protection of children while in playgroup.
- Leadership within the playgroup is good. Effective evaluation of the provision takes account of the views of parents and staff, enabling them to identify areas of particular strength and steps they can take to improve the service for children and families.

### It is not yet outstanding because

- There is scope to extend opportunities for those children who speak English as an additional language to view and recognise their home languages on signage and labels in the playgroup.

## 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 spoke to staff and children present and observed activities taking place both indoors and outdoors.
- The inspector looked around the premises and discussed aspects of safety.
- The inspector looked at documentation, policies and children's learning journals, and checked staff's qualifications and suitability.
- The inspector took account of the views of parents and grandparents spoken with on the day of the inspection.
- The inspector conducted a joint observation with the manager.

## Inspector

Tracey Boland

## Full report

### Information about the setting

Styvechale Grange Playgroup was registered in 1983 and is on the Early Years Register. It is situated in church premises in the Styvechale area of Coventry, and is managed by a management team and committee members. The playgroup serves the local area and is accessible to all children. It operates from one large room with a smaller room for quieter activities and there is a fully enclosed area available for outdoor play. The playgroup opens Monday, Tuesday, Thursday and Friday during term time only. Sessions are from 9.15am until 3pm and children are able to attend for a variety of sessions. There are currently 33 children on roll who are in the early years age group. The playgroup provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language. The playgroup employs eight practitioners. Of these, six hold appropriate early years qualifications at level 3 and one holds level 2. The playgroup receives support from the local authority.

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

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

- provide further opportunities for children to develop their understanding of different languages and to see their home languages by, for example, displaying them within the playgroup environment.

## Inspection judgements

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

Children make very consistent progress in their learning and development taking into account their starting points, which are gained from parents at the start of their child's placement. Secure relationships have been formed between staff and parents, who they work closely with throughout their child's time at playgroup. Comprehensive information from parents enables staff to support children's early learning so they consistently make good progress. Detailed information from the ongoing observations of children involved in play is used effectively by staff to identify each child's abilities. They use the information to identify the next steps in their learning and plan a curriculum that ensures they have every opportunity to progress. Photographs reflect children actively engaged in play, supporting the observations undertaken by staff, and are included in each child's learning journal. Strong relationships with key people in their lives successfully help children to make good progress in line with their interests. Parents' ideas are also obtained about the activities provided and they are encouraged to record their own suggestions on the planning. Staff demonstrate a secure knowledge and understanding of how children learn and develop. This enables them to provide a wonderful variety of activities that continually challenge, excite and motivate the children. As a result, children gain confidence and skills that prepare them extremely well for the move to school. A variety of adult-led and child-

initiated activities take place and children self-select the resources of their choice.

Parents play an active role in their child's learning, contributing to their child's progress check between the age of two and three years, where appropriate, and share the activities their children enjoy at home. This supports the positive partnerships between staff and parents, and aids children's learning. Children benefit from plenty of fresh air and exercise each day and enjoy a wide variety of activities, both indoors and outdoors, as staff extend children's learning in both areas. Their understanding of the benefits of and the changes to their bodies through exercise is effectively reinforced through group activities. For example, staff ensure they warm up before any exercise they do and identify the changes to their bodies once they become warm. Children understand their heart beat changes and they become warm, acknowledging that having a drink will help them stay hydrated. They use differing skills, such as throwing and catching, and use good control as they dribble the ball around cones. Children are supported extremely well through a variety of resources to develop their imagination and recall known events. They use a range of drills, saws, trowels and tape measures as they pretend to repair different objects within playgroup. They use their cement mixer and bricks to build a wall, supported by staff where needed, and talk to each other on their mobile phones. They are clearly engaged in the activity and work together to 'make things right'.

Children learn about the wider world and are actively involved in learning about and celebrating a variety of cultural events throughout the year. Resources reflect positive images of the wider world and their diverse community, for example, through pictures, role play, small world figures and dolls. Staff use books effectively to develop children's understanding of disability, and a range of books in braille enable them to begin to understand the different ways people can read. Staff gain key words from parents to promote communication effectively with children who speak English as an additional language. However, although labels are used within the environment, they are only in English, so children do not have the opportunity to see their home languages to further reflect and acknowledge their cultural backgrounds. Children develop their numeracy skills through games, action songs and daily discussions. For example, they confidently recognise the day of the week, the month and the date. They identify the past, present and future dates, including when they are next in playgroup, and quickly point to them on the number line. Children's literacy skills are continually developing as they identify their names, choosing their own cards to self-registering at playgroup each day. More confident children can write their names. Younger children make marks with pens, paint and in wet sand, which effectively encourages their early writing skills.

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

Children are happy, relaxed and enter a brightly decorated, interesting environment where they access a wide variety of play opportunities. Lovely relationships have developed between staff, children and parents. Behaviour is good. Staff are good role models and reflect, through everyday routines, on the importance of being kind to each other, taking turns and sharing. Children's confidence and self-esteem are continually nurtured through the praise and encouragement they receive, which makes them feel good about what they do. Children's independence is encouraged throughout the day. This is evident in their

personal care, as they choose when they wish to have their snack, helping themselves to the foods provided, and are supported, where necessary, to put their coats on when they choose to play outdoors. Children play in a vibrant, exciting environment where their artwork is displayed, encouraging them to share their achievements with parents. The well-organised rooms encourage children to choose from a wide variety of toys and resources, stored at low level in labelled boxes or on shelves, which effectively encourages them to make informed decisions with regard to their play. Children's individual needs, routines and preferences are well known by staff. Any specific medical needs are documented and strong partnerships between parents and other professionals involved in children's lives ensure consistency of care at all times.

Children's health and well-being are fostered as staff deal appropriately with any minor accidents, which are clearly recorded and shared with parents. All staff hold valid first-aid certificates and are fully aware of appropriate action to take at this time. Clear information is shared with parents regarding illnesses, and children are not able to attend with anything infectious, in line with health authority guidelines. Management monitor accidents to ensure there are no re-occurring issues that need to be addressed. Staff talk to children about keeping themselves safe and encourage their understanding of road safety when out. This is reinforced as regular visits from the police and fire department take place, with the officers talking to the children and enabling them to become familiar with the equipment they use. Children become aware of the fire evacuation procedures, which are practised regularly, so they understand the importance of leaving playgroup safely and swiftly in an emergency. These events are recorded and evaluated when practised, to ensure the procedure remains suitable and children and staff are safe. There are good settling-in procedures and children form strong bonds of attachment with their key person. This helps children and parents feel safe and secure during the transition from home to the setting. Detailed discussion with parents enables staff to become fully aware of their child's needs and incorporate them into the day. Staff are very kind and caring towards children, which encourages children's confidence. Staff support children's transition to school very well. As children grow, they spend time developing the key skills that will help them as they move to school, such as building confidence, independence and becoming emotionally secure. This enables children to become familiar with what happens next.

Children's health and well-being needs are met very well. They enjoy freshly prepared snacks each day that are healthy and balanced and take account of their individual dietary needs and preferences. Routines for the preparation of foods ensure children do not come into contact with any foods that are unsuitable for them, and the risk of cross-contamination is minimised. Parents provide packed lunches for their child, and staff acknowledge the healthy foods they bring with healthy eating awards. Mealtimes are a very social occasion where staff and children chat about their day and the activities they have enjoyed. Pictures remind children of the importance of washing their hands at appropriate times throughout the day. Staff place great importance on the emotional needs of the children, and meet their individual needs sensitively throughout the day. Nappy changing routines are good because children's comfort is maintained at such times. They talk to the children about the process to prepare and reassure them of the routine. Written records are maintained and shared with parents to reflect the times during the child's day when these routines have been carried out. As they grow, children are

supported with toilet training as staff work closely with parents and keep them informed of the progress. Children benefit from plenty of fresh air each day as they spend time outdoors, extending their learning further. They learn the importance of exercise and its effect on their bodies, and move with control and coordination when using a variety of wheeled toys and equipment. Resources are well maintained and effectively support all areas of learning for all children. As a result, they become capable, confident learners.

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

Management and staff are knowledgeable in their understanding of their roles and responsibilities with regard to safeguarding children in their care. They fully understand the appropriate action to take following any concerns or allegations made against a member of staff. Procedures are completed to ensure all staff are safe and suitable to be in the proximity of the children, so children remain safe. Clearly written policies and procedures reflect the service and care provided, and are well known by staff and shared with parents. Requirements with regard to staff qualifications are met and children are supervised well throughout the day as staff-to-child ratios are maintained. Management monitors the educational programmes effectively. Time is spent reviewing children's learning journals to ensure children's needs are clearly identified and staff are planning effectively to maximise their progress. Effective partnerships with local schools and other professionals involved in a child's life have been formed. Strong communication ensures staff consistently plan for children's individual needs. Consequently, children progress very well across all areas of learning.

Thorough recruitment and selection processes are in place to ensure all staff working with children have the appropriate knowledge and skills in the childcare field and are safe and suitable to do so. Disclosure and Barring Services checks are in place and children are not left in the care of unvetted adults. Annual appraisals and ongoing supervisions support staff in identifying relevant training courses that will enhance their knowledge and skills further. Changes to legislation and practice are cascaded to the wider team to ensure consistency of care and good practice throughout the provision. Comprehensive written risk assessments and daily checks of the environment identify potential risks to children and the action taken by staff to minimise them. Security within the setting is good. Access is only via a member of staff and records of all visitors to playgroup are maintained. As a result, children remain safe.

Good systems are in place to continually monitor the service provided by the playgroup. The views of parents and carers are actively sought through discussions and the use of questionnaires. This, alongside staff's own reflection of their skills and the service they provide, enables them to identify areas of strength within the provision any areas for development. The nursery is currently focusing on opportunities for children to increase their knowledge and understanding of the world around them. Newsletters are used effectively to inform parents of any changes that are taking place so they remain fully aware of and included in the enhancement of the service provided. Parents and grandparents are very happy with the care provided. They speak positively of the time

afforded them by staff, keeping them up to date with their child's learning and development.

## 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>	507727
<b>Local authority</b>	Coventry
<b>Inspection number</b>	973763
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Styvechale Grange Playgroup Committee
<b>Date of previous inspection</b>	11/03/2013
<b>Telephone number</b>	02476 417865

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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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