

# St Michael's Playgroup

St Johns Ambulance Rooms, Milner Road, Finedon, Northamptonshire, NN9 5LW

<b>Inspection date</b>	11/07/2014
Previous inspection date	15/01/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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

- Staff have a secure knowledge and understanding of how young children learn through their own interests. They successfully plan around these, which ensures children have memorable experiences.
- Secure relationships develop between staff, children and parents, effectively supporting the transition from home. Information gathered from parents at this time enables staff to provide care that effectively meets each child's needs.
- Children are protected well as staff have a good understanding of their role and responsibility to safeguard them. Staff follow effective practices to minimise hazards to children.
- The management team are committed to the continually developing the service that they provide. Regular meetings, supervisions and appraisals enables staff to evaluate the service that they provide and take steps to make improvements.

### It is not yet outstanding because

- Children do not consistently have the opportunity to extend their independence in all routines, for example, by helping themselves to chosen toppings for crackers during snack time.
- Opportunities for children to develop their early writing skills are not consistently applied within the setting, for example, by encouraging children to write their own names on their pictures and paintings.

## 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 spoke to parents during the inspection and took account of their views and opinions regarding the service provided.

## Inspector

Tracey Boland

## Full report

### Information about the setting

St. Michael's Playgroup was registered in 1987 on the Early Years Register. It is managed by a committee of parents. The playgroup operates from the St John's Ambulance Hall in Finedon, Northamptonshire and there is a fully enclosed area available for outdoor play. The playgroup serves the local area and it is accessible to all children. The nursery employs six members of childcare staff. Of these, five members of staff hold appropriate early years qualifications at level 2 and above. The playgroup opens Monday to Friday during term time only. Sessions are from 9am until 3pm. Children attend a variety of sessions. There are currently 43 children attending, who are in the early years age group. The playgroup provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children with English as an additional language.

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

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

- encourage children's independence further, for example, by providing opportunities for them to help themselves to all foods during snack time
  
- provide opportunities for children to consistently develop their early writing skills, for example, by encouraging them to make marks or write their own names on their pictures and paintings.

### Inspection judgements

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

Children make good progress in their learning and development, taking into account their starting points. Information is gained from parents at the start of their child's placement. Good relationships between staff and parents develop enabling them to work closely throughout their child's time at playgroup. Detailed information gained from parents enable staff to support children's early learning and ensure they make good progress. Since the last inspection, staff have reviewed the planning of activities and now have responsibility for a specific area of learning over a two week period. This enables them to ensure that activities provide challenge for all children and adaptations made to enable all children to continually gain the most from the experiences available to them. Staff use information gained from their observations of children involved in play to assess their age and stage of development and to successfully identify the next steps in each child's learning. Photographs reflect children engaged in play, supporting the observations undertaken by staff and are included in children's learning journal. Strong relationships with key people in their lives successfully help children to make good progress in line with

their interests. Staff demonstrate a sound understanding of how children learn and progress. They continually support children through a variety of interesting, challenging, exciting activities across the seven areas of learning. This builds children's confidence as they develop skills that prepare them extremely well for the move to school. Children make informed choices with regards to their play and self-select the resources of their choice. Staff ensure that all resources are accessible, enabling the children to gain the most from their chosen activity. Parents' involvement in their child's learning, contribution to their child's progress check and ongoing assessments are enhanced as they share their child's learning at home. This successfully nurtures partnerships between staff and parents and has a positive impact on children's learning.

Staff continually encourage children's language skills, skilfully asking open-ended questions to extend children's thought processes and compound what they already know. Children thoroughly enjoy re-enacting known familiar events as they play with the small world figures and dolls house. Children play extremely well with each other and strong friendships have been formed. Labels and pictures are displayed, enabling children to recall past events and continually enhance their understanding that print carries meaning. Children self-register each day as they arrive at the playgroup and when they have their snack. Staff encourage them to identify the letters that form their names. Children have the opportunity to make marks in various ways, such as with paint brushes, pens, pencils and when playing in the sand. However, staff do not consistently encourage children to begin to write their names on their own work to compound their early writing skills.

Children's health and well-being are continually nurtured as they actively choose when they wish to play outdoors. Staff take a wide variety of activities outdoors, which extends children's learning in both areas. Children learn about diversity and the wider world through a variety of resources, such as books, small world and role play. Positive images are displayed and disability is reflected very well. Key words are gained from parents to enable them to communicate more effectively with children who have English as an additional language. Staff are looking to introduce labels in differing languages within this print rich environment. Children enjoy a wide variety of books and enjoy re-enacting favourite stories, for example, where a small boy climbs a large plant to reach a giants castle in the sky. Staff are very animated and engage children extremely well. Children listen intently to the story and join in with familiar text. They move their bodies to reflect the story, for example, tiptoeing when the story dictates they have to move quietly. Staff include within the story the importance of thinking about other people's feelings, being kind and thinking of others. Children develop an understanding of information and communication technology through the use of electronic toys and equipment, including cameras. They enjoy taking their own pictures to use in cards, which they make for the special people in their lives at times of celebration.

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

Children are happy, relaxed and motivated within this exciting, welcoming environment and strong relationships have formed between staff, children and parents. Children receive lots of praise and encouragement from staff, who recognise and acknowledge their achievements. This raises their confidence and self-esteem and they feel good about what

they do. Staff place great emphasis on positive behaviour and clear rules are in place within playgroup. Time is spent talking these through with children and staff support them as they begin to learn how to negotiate through play. Children learn the importance of sharing toys, taking turns in play and being kind to each other and staff are good role models. Children's independence is encouraged throughout the day regarding personal care, such as putting their coats on for outdoor play and using the bathroom. At snack time, children are encouraged to make choices and use knives safely to spread their own toppings onto crackers. However, staff do not always encourage children to help themselves to the spreads they want, preferring to serve these for them, which reduces the opportunity for children to continually use their independence skills. Children's artwork is displayed throughout the playgroup, which gives them a sense of pride and encourages them to share their achievements with their parents. Children choose from a wide variety of toys and resources, which are stored at low level. This continually enhances children's learning as they make informed decisions about their play.

Staff have an in depth understanding of each child's needs, interests and routines, which are incorporated into their day. Their understanding of individual medical and additional needs is good. Close partnerships between parents and other professionals involved in children's lives promotes continuity of care and children make good progress. Staff deal swiftly with minor accidents, so children's well-being is assured. Clear recording of any accidents or the administration of medicines takes place and parents countersign all records. Two staff hold valid first-aid certificates and a programme is in place to ensure other staff also complete the training. Managers assess accidents to ensure there are no re-occurring issues that need to be addressed. Children become aware of their own safety as staff remind them to take care when using the climbing apparatus in the garden. They regularly practise the fire evacuation procedure, so they are fully aware of the need to leave the playgroup quickly and safely in an emergency. All fire drills are recorded and evaluated to ensure the procedure is suitable and children and staff remain safe. Children form strong bonds of attachment with their key person through the gradual settling-in process that is in place. Staff use this time to gain detailed information from parents about their child and their individual needs. Information relating to their development at home and their interests enables staff to effectively reflect children's backgrounds and interests at playgroup. This helps children and parents to develop a feeling of security during the transition from home to the playgroup and children feel happy and relaxed. Staff support children's transition from playgroup to school very well. Time spent visiting the local school, becoming familiar with the new environment and meeting teachers both at school and the playgroup when they visit to read stories to the children, further supports children's feeling of security and prepares them for forthcoming changes.

Children's health and well-being is promoted through a variety of snacks, which include a variety of fresh fruit and crackers or bread with various spreads. Fresh drinking water and milk is also provided. Snacks take account of individual dietary needs and preferences. Parents provide packed lunches for their children and mealtimes are happy, social occasions where children talk about what they have been doing. Children's individual needs regarding nappy changing and toileting are met well throughout the day, which ensures their comfort and well-being are maintained. They benefit from plenty of fresh air each day as they spend time outdoors, extending their learning further. Children choose when they wish to play outside as a free-flow system is in place. They learn the

importance of exercise on their bodies as they climb, run and use a variety of wheeled toys and equipment. Resources support all areas of learning for all children. Staff extend children's learning outdoors and children enjoy re-enacting well-known stories, painting and playing in the playhouse. As a result, children become capable, confident learners.

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

Management and staff are fully aware of their role and responsibility with regards to safeguarding children in their care and protecting them from possible abuse and neglect. They fully understand the procedure to follow relating to any concerns or allegations made against a member of staff. Children's safety is assured as all staff complete Disclosure and Barring Service checks, which means that they are safe and suitable to care for children. Managers are fully aware of the various significant events that may occur that should be notified to Ofsted and all contact with the regulator is recorded. Detailed written policies and procedures are shared with parents and are known by staff, which reflects the service provided. Requirements with regards to staff qualifications are met. Staff supervise children well throughout the day and the required staff to child ratios are maintained. Staff are proactive with regards to continually developing their knowledge in the childcare field. New information gained from training courses is cascaded to the whole team to ensure consistent practice and continuity of care. Support is welcomed from the local authority as managers and staff strive to enhance the service, which they provide. Monitoring of the educational programmes and the quality of care takes place and peer-on-peer observations have been introduced. This ensures children's individual learning needs are correctly identified and planned for. Systems are in place to support staff as needed to maintain a consistent approach across the playgroup and ensure all children make good progress across all areas of learning.

Good procedures are in place for the recruitment and selection of new staff to ensure all are safe and suitable to be in the proximity of children. The staff team have a wide knowledge of childcare and hold appropriate early years qualifications. Individual appraisals and supervisions are used to support staff in their continual ongoing professional development. Effective partnerships with local schools and other professionals involved in a child's life have been formed. Good systems for communication are in place, which enhances these partnerships and staff plan for children's individual needs to ensure they make good progress. Children with special educational needs and/or disabilities are cared for very well. Cohesive working with other professionals and parents and the positive interaction and images provided throughout the playgroup ensure they feel valued and included. Detailed written risk assessments identify potential risks to children and the action is taken to minimise them. Since the last inspection, appropriate action has been taken to ensure that potential fire hazards within the setting have been removed and fire guards are not used to store any items on. Staff are vigilant with regards to the safety of children and their families and ensure that all areas of the playgroup are safe and suitable. Good levels of security within the playgroup and outdoors are maintained and access to the playgroup is only via a member of staff. Identification of all visitors is sought and a record is maintained. This ensures that children remain safe.

The views of parents are sought through verbal discussion and questionnaires are being devised to gain more detailed information. This, alongside the managers and staff's own reflection of practice, enables them to clearly identify particular strengths and areas for development. Parents speak positively of the care they and their children receive. They feel staff are kind and approachable and they are made fully aware of the policies and procedures that are in place within the playgroup. Parents feel that staff support their children extremely well and they are kept up to date with their progress and development. Several parents have used the playgroup for their other children and feel that they would not consider another playgroup as they say staff provide a 'lovely service'.

## 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>	220282
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	965285
<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>	24
<b>Number of children on roll</b>	43
<b>Name of provider</b>	St Michael's Playgroup Committee
<b>Date of previous inspection</b>	15/01/2014
<b>Telephone number</b>	0786 7742606

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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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Piccadilly Gate  
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M1 2WD

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