

# Sandon Road Baptist Church Playgroup

Sandon Road Baptist Church, 317 Sandon Road, Stafford, ST16 3HW

<b>Inspection date</b>	14/05/2014
Previous inspection date	11/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
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		1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff have an excellent knowledge of the requirements of the Early Years Foundation Stage. They are meticulous in tracking children's development and consistently offer enriching and challenging learning so that all children are exceptionally well prepared for school or their next steps in learning.
- Staff have a very clear understanding of how children learn and they use their exceptional skills to teach in a child-led environment. Consequently, children are highly motivated, active learners who make rapid progress from their individual starting points.
- Parents are included in all aspects of the setting and communication with them is exceptionally good. This contributes to children settling well and being secure and happy, therefore, developing a positive approach to play and learning.
- Highly effective self-evaluation and reflective practice, involving staff, children and parents, are used to continually reassess the provision, generate new ideas and maintain continual improvement.
- Children are exceptionally well protected because the setting implements comprehensive safeguarding procedures. The manager and staff have a robust and clear understanding of their responsibilities relating to safeguarding, which protect children from potential harm.

## **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 activities in two playrooms and outside.
- The inspector held discussions with the manager and staff.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector also took account of the views of the parents and carers spoken to on the day of inspection.

## **Inspector**

Jasvinder Kaur

## Full report

### Information about the setting

Sandon Road Baptist Church Playgroup opened in the 1976 and is on the Early Years Register. The setting is committee-led and operates from the church hall of Sandon Road Baptist Church in Stafford. There is an enclosed rear garden for outside play. The setting serves the local area and is accessible to all children. There are currently 44 children on roll, all of whom are within the early years age range. The setting provides funded early education for two- and three-year-olds. It is open on Monday, Wednesday, Thursday and Friday during term times. Sessions are from 9am to 1.30pm. The setting currently supports children who speak English as an additional language. There are eight members of staff who work with the children. Of these, one has Early Years Professional Status and seven hold qualifications at level 3.

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

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

- enhance the children's already very good health by providing independent access to the drinking water all through the session.

## Inspection judgements

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

The setting's environment is stimulating, interesting and welcoming. Staff have an exceptional understanding of the Early Years Foundation Stage and work very effectively to support children to make excellent progress in all areas of learning. The planning of activities is based on 'plan, do and review', which encourages active learning, creativity, independence and critical thinking. The key persons clearly know their children well and make comprehensive observations and assessments. The system for assessment and tracking progress, including the progress check at age two, is very precise, as the colour coding shows clearly and promptly any gaps in a child's development. This means that, where necessary, timely intervention can be sought and planned for with other professionals and agencies to ensure that no child gets left behind. The committed and knowledgeable staff team plans and provides a consistently rich, varied and imaginative range of play and learning experiences for children. The enthusiasm, interest and creativity of their interaction with children is infectious and results in a stimulating and fun atmosphere, capturing children's interest and encouraging exploration and investigation. Consequently, children are highly motivated, eager to explore and learn and make excellent progress in their learning and development, given their starting points. Children are exceptionally well prepared for school and their next steps in learning due to the excellent way in which staff engage all parents in their children's education, both in the setting and at home. For example, parents talk to staff about children's achievements on a daily basis, there is a well-used book lending scheme and a wealth of information is

provided for parents about activities.

Staff are highly skilled at being on hand to ask children open-ended questions, giving them time to think and to respond. The setting's environment is rich in resources which support all children's communication skills. In particular, different methods of communication are provided for children who speak English as an additional language or for those who may have delayed speech. For example, children use a variety of cards with pictures, letters and words, such as 's' for 'silly soup', 'star' or 'sponge'. They are encouraged to talk about the letters as they practise saying the different sounds. In small group activities, children are given the opportunity to speak in front of the others. This builds their confidence and eventually leads to their feeling able to speak to a large group. This in turn provides them with the future skills to communicate in large groups of other people. Staff use objects out of a bag, such as large pictures of animals, to trigger songs that successfully capture children's involvement and enthusiasm for singing. Children have daily access to a range of writing materials, which they confidently use to practise their early writing skills. They enjoy activities, such as writing letters and visiting a post office, and in the role play area, children write notes, shopping lists and their names on their artwork. Children develop very good understanding of number and shape through daily routines and during play, such as matching and sorting shapes and colours, singing relevant rhymes and counting toys and objects. Children expand their simple calculation skills and learn about differences in size and pattern during a variety of activities. For example, staff encourage them to count the children in a group or say in which hand they have more skittles.

Children are active learners and learn as they play. They plant tomatoes and flowers and talk about what they are doing. They show strong knowledge of nature, telling the staff that 'weeds kill the plants'. They learn that plants need soil, light, water and care to grow. Children enthusiastically talk about the worms they find in the soil and state that they live in soil and 'wiggle'. Staff arrange excellent opportunities for children to learn about the world they live in. For example, they have an 'autumn discovery', go for walks in the local area and invite a police or fire officer to the setting. Children have superb opportunities to use technology that works in different ways for different purposes, for example, the interactive white board, compact disc player, camera, laptop and games, 'talking tins', metal detectors and petrol pump. Children find new ways to do things and are extremely proud of their accomplishments as they use a wide range of media to make designs. For example, they make fire engines with recycled materials and collages with a wide variety of natural materials. They show great involvement while they play in the mud kitchen and sensory garden. A range of sensory experiences, including the use of water and sand, pasta, gloop and a variety of paper, boost children's talents. Children also have access to a variety of musical instruments, including some from different cultures. Staff provide excellent opportunities for children to learn about the wider world and to celebrate festivals throughout the year.

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

The staff team are excellent role models for children. They provide a highly stimulating environment with child-accessible resources that promote learning and challenge children,

both inside and outdoors. Staff create a reassuring atmosphere and form positive, friendly and supportive emotional attachments with the children. This builds children's confidence, self-esteem and independence skills to help prepare them for the next stage of their learning. Children are extensively supported in acquiring a wide range of skills that contribute to a secure readiness for, and eager anticipation of, the move to school or the next stage in their learning. For example, highly effective links are made with the neighbouring school that increase as the time for the move to school approaches. The manager meets with the school teachers to discuss children's progress and arranges visits to the school so that children are familiar with their new environment, peers and teachers. Highly successful partnerships with parents, and the key person system, ensure all children make rapid improvement in their learning from their starting points, with any gaps being quickly closed.

Children's good health is very well promoted as staff emphasise the benefits of healthy eating. Snack times are arranged to promote children's independence, so that they can choose when they want to eat. However, the facilities do not ensure that all children have independent access to the drinking water. Nevertheless, snacks are planned with great attention to nutrition, acknowledging individual children's specific dietary needs and preferences. All children are provided with healthy packed lunches by their parents and a variety of fresh food at snack times. At mealtimes, children learn excellent social skills as staff create a very relaxed and friendly atmosphere, enabling children to thoroughly enjoy their lunch, chatting to staff and their peers. Children grow vegetables in the garden and the produce is eaten at meal times, providing an opportunity for staff to talk about eating fresh fruit and vegetables. Children learn about self-care from a young age and confidently wash their hands before meals or put on their jackets and wellington boots before playing outdoors in mud. They enjoy excellent opportunities for daily physical exercise because they have free access to the outdoor area throughout the day. Resources are easily accessible to children and staff give children the time and encouragement to pursue their own interests and be active in their learning. As a result, children become deeply involved in their chosen activities. For example, they enjoy filling watering cans to water the plants, splashing about in water or mud and repeatedly filling and emptying out jugs of mud. In winter, stimulating opportunities are provided, such as sledging or building a snowman.

Staff are skilful in helping children to understand the consequences of various behaviours and reinforcing what is expected of them. Consequently, children successfully learn to resolve minor difficulties and understand how their actions affect others. Staff give children lots of praise, which successfully develops their self-confidence. Their positive involvement and communication mean that children cooperate and know they have to take turns. Children are extremely pleased to see each other and form exceptionally good friendships. This can be seen as on arrival, as they immediately get involved in activities together. They are highly enthusiastic as they choose to be a 'special helper' for the day and assist staff with routines, including serving snacks or tidying up toys. Children show a strong sense of keeping safe as they move about and they play with care. They recognise routines and practices which help to keep them safe, such as listening to others, holding hands, helping each other and walking carefully.

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

**provision**

The manager and staff have a robust and clear understanding of their responsibilities relating to safeguarding children. They all complete child protection training every three years, which gives them an excellent understanding of how to safeguard and promote children's well-being. They understand the procedures to follow if concerns regarding children's welfare arise or they have concerns regarding a colleague. Rigorous recruitment and induction procedures ensure that all staff are appropriately vetted and that staff are clear about their roles and responsibilities. Staff supervise children vigilantly and are well deployed, ensuring all areas of the setting are closely monitored and children are safe. Excellent security at the setting keeps children safe while on the premises. Comprehensive risk assessments are completed and daily checks of all areas are used to ensure children play and learn in a safe and secure environment. Fire drills are practised regularly, so both staff and children are clear about what to do in an emergency.

The manager and staff team share a clear vision and strong commitment to maintaining a high standard at the setting. They use consistent and continual self-evaluation to strive for excellence through collating the views of children, parents and committee members. The management have responded to parents' requests to provide longer sessions for children to attend. The setting is well equipped with a varied and interesting selection of play materials and resources which staff make easily accessible to children. Staff have recently added a selection of pictures of equipment, so children can indicate if they want something not within their reach. Reflective practice and ongoing assessment are part of the daily routine and contribute to observation and planning. The staff team observe, assess and monitor children's development accurately. They identify how to support children's development and any emerging needs swiftly, using their secure knowledge to focus on highly effective planning. In addition, they skilfully respond to children's individual interests and needs as they arise. Staff development is encouraged, monitored and evaluated through regular individual supervision meetings, annual appraisals and staff meetings, and recognising individual strengths and interests. Staff are encouraged to attend ongoing training and reflect on what they have learned and how that will be implemented in the setting. They are encouraged to develop and extend their qualifications through regular training opportunities. Recommendations made at the last inspection have been met successfully.

Communication with parents is excellent. Staff talk with them in a friendly and positive way and help them settle their children. Parents spoken to during the inspection state how the staff are a key strength of the provision, particularly in relation to how they communicate and their readiness to adapt to children's individual needs. Staff skilfully encourage parents to contribute actively to their children's development records by submitting observations of things children have said or done at home, enabling staff to link these observations to activities or talking with the children. Children who speak English as an additional language are well supported, and staff liaise well with parents to ensure that they have key words to support their children as they play. Throughout the year, staff hold activity days when parents attend with their child. This encourages relaxed conversations between parents and staff, who receive valuable information regarding the children's activities and interests at home. Children's needs are quickly identified and

exceptionally well met through highly effective partnerships between the setting, external agencies and other providers. The staff work effectively with other professionals involved in children's care, providing continuity and support for children and their families.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	218218
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	871237
<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>	30
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Sandon Road Baptist Church Playgroup Committee
<b>Date of previous inspection</b>	11/03/2009
<b>Telephone number</b>	0777 3459947

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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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