

# Sunflowers at St Peter's

St Peter's Catholic Church Hall, St Peter's Road, CIRENCESTER, GL7 1RE

<b>Inspection date</b>	22/09/2014
Previous inspection date	08/10/2008

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

- The small staff team work effectively to provide a welcoming environment for children. They know their children well, develop strong bonds and as a result, children are happy, content and emotionally secure in their surroundings.
- Staff plan a range of stimulating activities so that children enjoy their learning, are motivated and persevere at developing new skills. As a result, children develop a positive attitude towards learning.
- Staff use good questions to help children think and solve problems during activities.
- Staff provide many opportunities for children to develop their personal and social skills. Therefore, children are confident, behave well and develop positive self-esteem.

### It is not yet outstanding because

- Staff have not developed the side garden to its potential by providing more resources to encourage children's spontaneous play, and do not provide reading material in enticing ways outdoors.

## 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 and staff interactions with children in both playrooms, and both outdoor areas.
- The inspector had discussions with the manager, staff, and some parents and children.
- The inspector took account of documentation relating to children's learning and development including assessment records, and planning documents.
- The inspector discussed risk assessments, and a range of policies involving children's safety, as well as required records.

## Inspector

Jan Harvey

## Full report

### Information about the setting

Sunflowers at St Peter's is a privately owned playgroup. It registered in 2008. It is operates in St Peter's Church Hall in Cirencester, Gloucestershire.. The playgroup is open on Mondays between 9am and 1pm; on Tuesdays, Wednesdays and Thursdays between 9am and 2.30pm, and on Fridays between 9am and 12.30pm, during term time only. The playgroup is registered on the Early Years Register. There are currently 37 children aged from two years to five years on roll. The playgroup receives funding for the provision of free early education for children aged two, three and four years. There are five members of staff, including the owner/manager. Of these, three hold appropriate early years 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:

- provide a highly stimulating environment with resources that are easily accessible to the children, particularly in the outdoor areas and garden, so that children have rich and varied experiences that include a wide range of reading materials, that prepare them exceptionally well for the move to school, or the next stage in learning.

### Inspection judgements

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

The owner/manager and staff have a secure knowledge and understanding of the learning and development requirements, and how young children learn. They use this knowledge well and to provide interesting activities that engage and motivate children. Parents are encouraged to share information about their children's learning and development when their children join. For example, parents are asked to complete a detailed record outlining their children's individual needs and interests. This information gives staff a clear understanding of children's abilities and interests on entry, so they know how to plan for future learning. Staff use ongoing information from parents, and regular observations and assessments to help track children's development. They use this knowledge to continue to plan for what children need to learn next. This approach means staff can identify any areas where children might need additional support.

Staff share children's achievements with parents on a daily basis. This exchange makes sure that parents know what their children are learning so that they can reinforce learning at home. The required progress check for two-year-old children is completed and shared with parents. This assessment helps make sure children acquire the skills they need for the next stages in their development.

The quality of teaching is good. Staff intervene skilfully to extend children's learning. They ask useful questions to help children think and solve problems during activities. For example, they asked children how to stop the playhouse falling down, and children decided they must tighten the screws with a screwdriver. This means children are learning through making links in their learning in practical ways. Staff plan an interesting range of play experiences that reflect children's differing ages, abilities, and individual interests. They set themselves challenges, such as riding a two-wheel bike, and are praised for their perseverance and success. This means children engage well in their learning, concentrate and persist at activities. Hence, children are learning useful attitudes and dispositions ready for the move to school.

All staff talk to children during activities. They use descriptive language consistently to engage children, fully promoting their communication and language skills and broadening their vocabularies. For example, children sat enthralled in a story read by a member of staff. She encouraged children to take part in the story through finishing sentences and pointing out what was on the page. Staff provide cosy book areas so that children can enjoy looking at books themselves. Children's interest in literacy is sometimes restricted, however, because reading material is not always readily available, or inviting, in the outside areas. This means that children who prefer to be outside are unable to find books for themselves to browse through individually. Staff teach children to be able to recognise a range of letters and the sounds these make in children's own names. This helps children gain the key skills they need for the eventual transfer to school.

Children develop good mathematical skills because staff plan purposeful practical activities to support this area of learning. For instance, staff prompted younger children to count forward and backwards in their chosen play, and encouraged the older children to think about capacity and volume in appropriate ways for their level of understanding. Older children enjoyed simple games using addition and subtraction whilst setting tables and preparing for lunch. Such activities help children gain further useful skills ready for school.

Children develop their physical skills well. Staff provide good opportunities for them to explore and negotiate the two outside areas, so they learn to climb steps, manage ride-on toys and handle digging implements. Children are very interested in their outside areas, but the side garden offers few chances for children to choose from a range of resources to prompt playing through exploration there.

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

Children settle well in this welcoming environment where the small, dedicated group of staff have evident strong bonds with children. Staff know the children and families well for whom they take special responsibility. Most children settled easily on arrival. Staff showed understanding towards children who had more difficulty separating from their parent, and helped them to do this. This sensitivity means children learn to trust their special person, so they feel safe and secure, and ready to explore their environment.

Staff promote a consistent approach to behaviour management. Staff are excellent role

models for children. They model good manners, for example. Children behave very well and are developing many positive skills as a result. They become good listeners. Staff have secure processes in place for handling children's behaviour. These supports children effectively, and promotes their self-esteem through regular use of praise. For example, staff praised children for good listening, taking turns and being kind. Children take part in different situations so they experience listening to staff in small and larger groups. Staff encourage children to cooperate at group times and during games, so they learn social skills, such as taking turns.

Staff ensure children use a varied range of resources, although they miss chances to promote children's interest in reading material outdoors. They create interesting areas for children to display their own work, which boosts children's confidence. From the start of the day, inside and out, children displayed good levels of self-confidence as they interacted with staff and other children, and made individual choices in their play. Younger children and older children mixed well. They showed good concentration as they worked together or individually. This confidence means children are emotionally secure, so are well prepared for the move to school.

Staff help children make good progress in their personal, social and emotional development because staff use many opportunities to promote their independence. For example, children help prepare tables and food for snack, serve themselves and help to clear. Younger children regularly eat and play with the older group, where they develop their social skills by talking and playing together through copying older ones.

Staff promote healthy lifestyles well. They teach the importance of regular exercise. They promote children's physical skills according to their stages of development. For example, by providing a variety of push along cars, scooters and bicycles that require increased coordination. Children learn the basics of a healthy diet. Parents work closely with staff to provide children with nutritious meals, such as including fruit and fresh produce in their packed lunches. Staff help children to become independent in managing their personal needs. All children showed a good level of independence relative to their age, in readiness for the next stage in learning.

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

Staff form a well-established team who work effectively together. The owner/manager of the playgroup has a good understanding of the safeguarding and welfare requirements, which are implemented effectively. All staff are clear about the safeguarding policies and the procedures to follow should they have concerns about a child in their care. The owner/manager has attended relevant safeguarding training to ensure her knowledge is kept up to date, and disseminates this to staff. All staff carry out regular assessments to minimise risks to children, indoors, outside and on outings from the playgroup. Staff share a full range of policies and procedures with new parents, so that they are fully aware of the staff team's responsibilities, and how parents may contribute to their children's learning.

The staff team has effective partnerships with parents. Staff meet with them on a daily basis to give them feedback on their children's day including their well-being. Parents receive information about the range, and type of activities and experiences that were provided for the children, including daily routines. Parents comment that they are, 'very pleased' with how well their children settle into the playgroup.

All staff have a good understanding of the learning and development requirements. They effectively monitor children's learning and development to ensure they make good progress. The owner/manager and her staff have a strong commitment to maintaining continuous improvement and actively seek out opinions of local early year's advisors, parents and children, to guide planning for improvement. The owner/manager is keen to develop professionally and all staff intend to go on further training to enhance their professional knowledge for the benefit of the children. While staff make effective use of their qualifications, none holds a qualification higher than a level 3.

Staff make effective use of the local environment to extend children's learning experiences, such as by visiting the local library and parks. However, they miss some chances to extend learning, particularly in the outdoor areas of the premises, to provide a rich and stimulating environment overall. The owner/manager and staff are committed to developing strong links with other early years provision and schools where children might attend in the future, to maintain continuity of learning and development. They build good partnerships with the local schools to aid children's transfers. Visits to the playgroup from the reception teachers help children build up their confidence.

Staff are good at sharing developmental information and next steps in learning with other providers who care for the same children. For example, they have meetings with childminders so that everyone can work effectively together to support children's care and learning.

## 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>	EY377431
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	829522
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Lisa Judith McKie
<b>Date of previous inspection</b>	08/10/2008
<b>Telephone number</b>	07817 362029

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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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