

Christ The King Playgroup

Christ The King School, Meadway, Wavertree, LIVERPOOL, Merseyside, L15 7LZ

Inspection date	30/09/2014
Previous inspection date	13/12/2010

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

- Staff provide a wide selection of resources and activities around the rooms so that children have good opportunities to make their own choices in play. As a result, children are happy, busy, enthusiastic and confident learners.
- Children are settled and secure because they have formed close bonds with their key person, who knows them well. Consequently, child's needs are well met.
- Staff work well in partnership with parents and involve parents in their children's learning. Parents feel their children's learning and development is well supported and they are kept well-informed about their children's progress.
- All staff have a secure understanding of their roles and responsibilities to safeguard children and have good knowledge of child protection procedures. They ensure a safe environment for children by implementing daily checks to minimise hazards.
- Clear self-evaluation systems show there is a continuous programme of improvement to provide good quality care for all children.

It is not yet outstanding because

- Children's independence and self-care skills are not promoted to the maximum potential during snacktime.
- Staff do not frequently share their knowledge and expertise with each other, in order to build on their already good practice so that children make the best possible progress.

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 staff engaging in a range of indoor and outdoor learning activities, play and daily care routines with children.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with the children and the provider's improvement plan.
- The inspector looked at children's assessment records and planning documentation, and a selection of policies and children's records.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Paula Kerrigan

Full report

Information about the setting

Christ Church Playgroup was registered in 1983 on the Early Years Register. It is a voluntary organisation run by a management committee and situated in Christ The King Primary school in Wavertree, Liverpool. There is an enclosed area for outdoor play. The playgroup operates each weekday during term time, from 9am to 12 noon and from 12.30pm to 3pm. There are currently 30 children attending who are in the early years age group. The playgroup receives early education funding for two-, three- and four-year-old children. The playgroup employs six members of childcare staff, including the manager. Of these, five hold appropriate early years qualifications at level 3. 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:

- enhance children's independence and self-care skills during lunchtime, for example, by supporting children to set the tables and peel their own fruit
- enhance further the focus on systems for performance management, for example, through more precisely evaluating the impact of peer observations, in sharing staff's expert knowledge and very good practice, so that children make the best possible progress.

Inspection judgements

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

Staff provide children with a well-resourced and stimulating environment that offers activities that cover all areas of learning. The children are eager to explore the playgroup and immediately engage with the activities on offer. Staff have a good understanding of the individual learning needs of the children and plan activities based on the children's next stage of development and interests. Staff provide the children with a variety of both adult-led and child-initiated experiences. They listen to the children and make use of spontaneous events. For example, staff pause a musical instrument activity to view the snail some of the children have collected in the garden. Staff extend the activity further by talking to the children about the different sizes, as well as how to handle the snail carefully. Staff develop children's knowledge of the world around them, as well as mathematical concepts as they compare sizes and count. Staff make effective use of open-ended questions to encourage the children to join in conversations and expand their vocabulary. The children particularly enjoy building a castle and excitedly inform the staff that the square blocks look like an aeroplane. Consequently, children are using their imaginations to extend their own activities.

Staff regularly record children's achievements, using photographs, written observations and children's work mounted in their learning journals. They evaluate the observations and use them to plan focused experiences and activities. Parents and children enjoy sharing the learning journals and discussing ideas from home, which staff use to enhance the planning further. Staff display an understanding and sensitivity in their guidance and interaction with children. They make all children's learning fun and use resources that reflect their development needs and arouse their imaginations. For example, by mark making with chalks on the ground as well as banging out a rhythm on the musical instruments. The children have many opportunities to develop an interest in literacy and mathematics with signs, print and numbers displayed indoors and outdoors, this includes a good selection of books on offer. The children enjoy the large open space to run around in outdoors, as well as cosy areas where they sit and chat with friends and staff. The garden offers a range of textures and sounds to stimulate the children's senses, as well as enabling the children to investigate to see what bugs they can find. This helps children's communication and language development by encouraging regular conversations throughout their time at the playgroup. The staff enable the children to learn about their own and other cultures by exploring a variety of festivals. All children clearly enjoy and benefit from their time at the playgroup.

Staff make effective use of the settling-in procedures to develop secure relationships with parents and children from their initial meetings at playgroup. The key person gathers relevant information from the parents at these meetings to learn about the children's interests and capabilities. They use this information to tailor the provision to meet the children's individual needs. As a result, children settle well and activities are sufficiently challenging to involve and motivate the children to learn. Personal, social and emotional development is given high priority. For example, staff spend a lot of time with their key children as they recognise children learn best when they feel safe and secure with adults they know really well. The key person works with children in small groups, reading familiar stories to them as they sit together on the floor. Children join in with pleasure, as they are asked to predict what will happen next. This high emphasis on the promotion of personal, social and emotional development as a basis for learning, prepares children well for the next stage in their learning, such as when they start school.

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

Children's emotional well-being is effectively promoted. A key-person system ensures all children benefit from secure attachments. Staff are caring and supportive, which helps children to feel safe and secure, which provides a strong foundation for their well-being and independence. Children's care routines are adhered to and exchange of regular information between parents and staff ensures children's changing needs are consistently met. Consequently, staff know individual children well and they benefit from consistent care.

Children are generally developing good independent self-care skills. They use the toilet and wash their hands with confidence and others confidently ask for help if needed. Fresh drinking water is readily available to children to access all day, which they are encouraged

to do as they learn to recognise and manage their own need for a drink. However, at snacktime some opportunities to promote self-help skills and independence are missed, because children are not encouraged or supported with learning how to help with setting the table or peeling their own fruit. However, children do pour their own drinks and staff use lunchtime positively to help children understand about nutrition and how to make healthy choices.

The garden is well planned and supports all areas of learning. Children learn to develop physical skills as they climb, throw balls into hoops and use the wheeled toys. Children are showing a good awareness of their own and others safety and learn how to assess and manage risks independently. They are encouraged to tidy up when they have finished with resources to keep the environment safe and minimise hazards. This helps children develop a sense of growing responsibility, which helps them with their future learning. Staff are good role models and use age and stage appropriate explanations to provide children with a clear knowledge of acceptable behaviour. Staff use simple reinforcement and distraction with children, which supports the consistent and calm approach by staff.

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

The management are committed to providing a high quality service for all families. They guarantee the safety of children by adopting stringent security procedures, checking gates and doors are securely locked at all times, to ensure that children cannot leave the building unsupervised. Staff check all visitors' identity before requiring them to sign in. All staff have a good understanding of their role in safeguarding children and are aware of the policies and procedures to follow in relation to child protection. As a result of this secure and safe environment, children feel happy and are motivated to learn and make good progress. The management have effective arrangements in place to implement the requirements of the Early Years Foundation Stage. The manager, with the support of staff, reviews and adapts the environment regularly to underpin self-evaluation and improvement systems. Consistent monitoring checks ensure that staff record children's progress and identify appropriate next steps in their development. Children show confidence in staff who successfully enhance their self-reliance and progress.

Robust recruitment and vetting procedures are in place to ensure all staff working on the premises are suitable to do so. Supportive induction procedures ensure that staff understand the policies and procedures and effectively incorporate these into their practice. The manager monitors the staff's interactions with children. However, she has not yet fully considered all ways to share and model best practice, for example, through evaluating the use of peer observations, to enrich practice and continually develop staff's knowledge so that children make the best possible progress. Most staff have undertaken paediatric first aid training to enable them to treat any minor accidents children may have and staff are deployed indoors and outdoors to ensure there is a qualified first aider with the children at all times. Risk assessments are carried out and are reviewed regularly to ensure children enjoy a safe, secure play and learning environment.

The managers and staff work extremely well together as a team, creating a friendly, secure and welcoming environment. Parents spoken to comment on the friendliness of staff and how they are kept informed of their children's development through daily discussions and regular assessment. Staff encourage parents to express their opinions of the playgroup, in order to ensure their views contribute to the playgroup's overall self-evaluation and ongoing developments. Staff understand the importance of sharing information with relevant professionals, and teachers from schools in the area are invited to meet children prior to starting school. As a result, children's move to school is as smooth as possible.

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

Unique reference number	322471
Local authority	Liverpool
Inspection number	868788
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	30
Name of provider	Christ The King Playgroup Committee
Date of previous inspection	13/12/2010
Telephone number	0151 722 8834

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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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