

# St John's Playgroup

St. Johns Community Centre, Victoria Road, MARGATE, Kent, CT9 1LN

<b>Inspection date</b>	17/10/2014
Previous inspection date	23/09/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 work really well together as part of a team, deploying themselves effectively to meet children's needs well.
- There is a warm, friendly atmosphere, characterised by busy, happy children who enjoy interacting with their friends and staff.
- Staff have a good understanding of safeguarding matters and give high priority to children's safety.
- Staff have good relationships with parents, helping to meet children's individual needs and promote continuity of care and learning.

### It is not yet outstanding because

- Staff provide the children with fewer opportunities to see the written word in the outdoor environment to extend their literacy and communication.
- Staff do not always fully utilise opportunities for children to hear new words and challenge their thinking, in all activities they undertake.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector sampled some safeguarding policies and procedures and risk assessment records.
- The inspector talked to the manager about the service and how she is driving forward improvement and discussed her action plan.
- The inspector undertook a joint observation with the manager.
- The inspector observed staff and spoke to them at appropriate times throughout the inspection.
- The inspector spoke to parents about their views on the service that they receive.

**Inspector**  
Sara Garrity

## Full report

### Information about the setting

St John's Preschool registered in 2001 and it is a church committee run setting. The preschool operates from two rooms within the St John's Community Centre in Margate, Kent. It is situated close to the town centre. Children have access to a small outdoor play area. It is open Mondays, Tuesdays Thursdays and Fridays from 9am to 3pm, term time only. The preschool is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 12 children on roll in the early years age group. The preschool is in receipt of funding for the provision of free early education to children aged two, three and four years.

The preschool employs three members of staff, including the manager. They all hold appropriate qualifications at National Vocation Qualification level 2 or above. They receive 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 more opportunities for children to explore and investigate number and words in the outdoor environment
  
- continue to support staff improve their skills and knowledge, to ensure they have the expertise required to be able to further challenging children's thinking and increase their vocabulary.

### Inspection judgements

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

Staff demonstrate a good understanding of the learning and development requirements of the Early Years Foundation Stage. They regularly observe children to monitor progress and plan to support their individual needs. Staff use this knowledge to organise activities and opportunities, which cover all areas of learning. They complete the progress check for children at age two, to ensure children are progressing at the expected age and stage of development. The key person spends time with parents and their children when they first start, this enables them to find out about children's routines at home, as well as preferences and interests. This means that children settle easily and parents are able to leave their children confidently. Staff encourage parents to be fully involved in their children's learning by providing contributions to children's learning journeys. Staff also complete assessments for those children going to school. This provides the reception teachers with a summary of children's progress, enabling them to develop understanding

of children's individual needs. As a result, the schools receive sound information to support children in the next stage of their learning.

The staff provide the children with a stimulating and engaging environment based on their emerging interests. Therefore, all children immediately engage in the resources and activities on offer. There is a good balance of both adult-led and child-initiated activities. During circle time, the children listened to instructions before taking turns making sounds with their musical instruments. Consequently, children are making good progress in their personal, social and emotional development, because of the consistently good teaching they receive. Staff ask appropriate questions and give children the opportunity to reply. They show interest in what children are saying and often repeat the sentence back to the child to confirm their understanding. However, staff occasionally miss opportunities to extend the children's vocabulary through the introduction of new words and concepts.

Staff set up activities to enable the children lots of space to build on a large scale. The children particularly enjoy building towers with large blocks comparing their heights. As a result, children have good opportunities to improve their mathematical knowledge. The children enjoy finding out about the world around them as they play with natural resources as well as hunting for bugs armed with pots and magnifying glasses. Staff provide the children with many opportunities to see words and signs in the playrooms. However, there are limited opportunities for children to learn that words have meaning in the outdoor environment.

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

Children enthusiastically come into preschool and place their personal belongings on their individually named pegs. They demonstrate a good understanding of the daily routines as they remind their parents they need to find their names to place on the boards, as they self-register. Staff develop children's independence skills well because they ensure they can easily choose from the wide range of resources and materials stored in low level storage units around the hall. Consistent and well developed settling-in procedures support all children to feel valued and accepted into the preschool. Children are developing confidence as they explore the environment knowing that a familiar adult is nearby. This helps demonstrate that staff are developing a strong relationship with their key children and parents to provide a continuity of care. All children learn the importance of keeping themselves safe. For example, children remind each other not to run inside in case they fall. They use a range of tools and resources safely, such as wheeled toys and climbing frames. This further supports the children's physical development as they practice hand-eye co-ordination as well as exploring different ways of moving around the bars safely. Staff deploy themselves well throughout the session to maintain the safety of children at all times. As a result, children inquisitively explore their surroundings, interacting with interesting play resources and activities. All children demonstrate excellent behaviour; they are kind to friends and eager to help staff. Staff praise children and encourage them to have a go, for example, investigating how to undo the screw top on the jars.

Children are able to use the toilet independently; they wash their hands after using the toilet, as well as before sitting down to eat. This demonstrates the children are learning about good hygiene routines. The staff encourage the children to serve themselves at snack time. They set up snack time to enable the children to sit down as a small group after collecting their grapes and waffle. Staff support the children to butter their own waffles as well as pour their own drinks. Children help look after their environment as they tidy away plates and cups before going off to play. The staff provide the children with a variety of healthy and nutritious snacks, which ensure children experience a range of foods. Lunchtime is a social occasions where staff sit down with the children to eat. Staff encourage the children to try opening packaging, giving helpful suggestions on where to hold tubes before ripping the top off. Children gain a sense of pride as they manage to open yogurts with only encouragement and lots of praise from staff. Staff support parents to provide a healthy lunch by sending home information about food, which in turn helps children learn about a healthy diet.

The children enjoy frequent outdoor play. They develop their independence as they find their own coats and put them on before going outside. The staff set up the area to enable the children to explore the environment safely. They practised physical skills as they played bat and ball with adults, counting as they go. The children have a variety of resources to interest and engage them outside. Staff take the children on walks around the grounds to look at the buildings and collect additional natural resources for sticking and gluing. They are supporting the children to develop a healthy lifestyle as they explore their local surroundings.

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

There are effective arrangements in place to implement the requirements of the Early Years Foundation Stage framework. Recruitment procedures are extremely robust. This helps to ensure that all staff undergo the necessary checks to assess their suitability to be working with children. Some staff have up-to-date paediatric first-aid qualifications, which support them to deal with any minor incidents the children might have. Other staff are waiting to update their certificates. Staff understand their role in reporting any child protection concerns and know how to follow the correct referral procedures. The manager puts on additional training to increase their understanding of safeguarding procedures and their roles and responsibilities.

The manager understands her responsibility for implementing the learning and development requirements, which she does well. Regular monitoring checks ensure that staff record children's progress and identify appropriate next steps in their development. This means that children receive good support and enjoy interesting and varied activities. The manager holds regular appraisals and supervision meetings with the staff. She uses these to identify additional training needed to supports staff with their on-going professional development. She is aware of the strengths and areas for improvement within the preschool and is working towards providing consistently high quality teaching experiences for all children. The manager provides regular training to ensure staff update

their knowledge and understanding of procedures to keep children safe. Staff are aware of potential hazards in the environment; they carry out comprehensive risk assessments to maintain the safety of children while they are at the preschool as well as on outings in the community.

The staff work well together as a team, creating a welcoming environment. Staff reflect on their practice and make appropriate changes as a result, for example changes to the layout of the room to ensure it evolves with the stages of development of the children. They have a clear drive to identify positive improvement and therefore enhance the provision for children. The manager works closely with parents and gathers their views through questionnaires; these help inform improvements. Parents are enthusiastic about the preschool and describe staff as very easy to approach, saying how they felt supported, especially with helping to settle their children. They feel well informed about their children's development and progress as they receive regular verbal feedback from staff as well as a written report. This shared information enables continuity in children's learning and care. Staff encourage local schools to visit and share information, helping the move to school easier for children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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>	974633
<b>Local authority</b>	Kent
<b>Inspection number</b>	843350
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	18
<b>Number of children on roll</b>	12
<b>Name of provider</b>	St John's Pre School Committee
<b>Date of previous inspection</b>	23/09/2010
<b>Telephone number</b>	01843 224957

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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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