

# Christ Church Playgroup

Christ Church Hall, London Road, Coalville, Leicestershire, LE67 3JA

## Inspection date

15/10/2014

Previous inspection date

02/12/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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 complete observations and assessments of the children to plan purposeful activities to meet their individual needs and next steps in learning. As a result, all children make good progress in relation to their starting points and capabilities.
- Staff complete risk assessments and daily checks to ensure the environment, toys and resources are safe and suitable for children to use.
- Staff give good attention to safeguarding children. This is because they have a good knowledge of their role and responsibility in this area, which means they can respond promptly to any concerns and keep children safe.
- Children receive very high levels of care and they are exceptionally well supported during periods of change through the use of an effective key-person system.
- Parents speak highly of the staff at the setting and they are partners in their children's learning from the outset. This means children's learning is consistently supported.

### It is not yet outstanding because

- Staff occasionally miss opportunities to further extend children's communication and language development by not asking open-ended questions during activities.
- Children are not always able to independently access toys to promote their individual choice and extend their play and learning, as they are stored out of reach.

## **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 had a tour of the playgroup.
- The inspector observed children during activities in all areas of the setting, both indoors and outdoors.
- The inspector looked at children's assessment records and a range of other documentation. This was discussed with staff at regular intervals.
- The inspector checked evidence of suitability of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

## **Inspector**

Tracy Hopkins

## Full report

### Information about the setting

Christ Church Playgroup registered in 2001 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The Playgroup operates in the Christ Church community centre in Coalville, Leicestershire. A garden area is available for outdoor play. The Playgroup opens from 9.30am to 12.30pm, Monday to Friday, term time only. The Playgroup offers funded sessions for two-, three- and four-year-old children. Children attend a variety of sessions each week. There are currently 42 children on roll, all of whom are in the early years age group. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. Three staff work with the children. All hold relevant early years qualifications at level 3 and above. The setting 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 opportunities for children to further extend their communication and language development by asking more open-ended questions during activities
- devise a system so that children know about all the resources available to them so they can continue to make individual choices in their play.

## Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage and provide well-planned activities based on the children's needs and interests. Educational programmes cover the seven areas of learning and offer a wealth of learning opportunities. As a result, children gain the necessary skills in readiness for school. Staff plan an exciting range of experiences to challenge children's development. There is good support for children with special educational needs and/or disabilities to ensure that they are fully included, and that their individual needs are routinely met. Therefore, all children make good, and in some cases outstanding progress in their learning from their starting points. Staff make detailed observations and use this information to identify children's stage of development and their next steps in learning. Staff track children's progress effectively to monitor any gaps in children's learning so that they can make appropriate referrals when required.

Parents are involved in their child's learning and development from the outset. Information is gathered through the completion of the All about me booklets so that children's starting points are clearly identified. This is included in the children's development file with the key person being responsible for linking with parents. Children have individual learning and

development books containing on-entry assessments, examples of their work, observations and photographs as evidence of their learning. Cohesive and collaborative relationships with parents means that they are effectively involved in their child's learning. They contribute to the assessment process and engage in daily discussions about their child. Staff complete the progress check for children between the ages of two and three years and this is shared with the parents. As a result, effective, targeted strategies and interventions to support children's future learning are implemented, at an early stage.

Children participate in a range of sensory play, such as when they explore sticking. Additionally, this helps children in developing their hand and eye coordination and their small physical movements, necessary for their early writing skills and school readiness. Staff successfully plan activities around a popular children's story linking all areas of learning with the favourite book. This means that children are learning from a viewpoint that interests and engages them and, consequently, they enjoy the activities provided. However, while staff plan and provide engaging activities around children's interests, other resources are packed away in cupboards and out of sight. As a result, children are limited to the amount of resources they use and this impacts on their independence to choose what they would like to play with and limits their learning. Staff verbally interact with children throughout the day, asking questions, posing tasks and providing challenges for them. This promotes early language skills and sustained thinking. However, at times some staff do not ask open-ended questions and can be too eager to answer their own question, which does not leave enough time for children to consider and verbalise their own response. Consequently, children's communication and thinking skills are not always maximised.

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

Children are happy and enjoy their time at this friendly and stimulating playgroup, which offers a varied range of activities and resources. Children are supported extremely well when they start at the playgroup. The settling-in process is flexible and meets the needs of individual children. A well-established key-person system helps children to form secure attachments with staff in the playgroup. This promotes their emotional well-being to support their next stage in learning, and the eventual move to school. Children play extremely well together and are well behaved. Children are effectively reminded to share and take turns with resources. Staff immediately acknowledge arguments and misdemeanours and work calmly and sensitively with children to resolve these. Children form positive friendships with each other and engage in role play as they act out parent and baby games and make very good use of the home corner. Children have the opportunity to link activities. They enjoy making pretend cakes with the malleable dough and cooking this in the home corner oven.

Staff effectively prioritise children's safety and well-being, which ensures that children have an enjoyable and happy time at the playgroup. Children's health and safety are given precedence as they play in a safe and secure environment. Risk assessments are methodical and are regularly updated to reflect any changes in the environment. Staff are vigilant and supervise children very well. Children develop an excellent understanding of how to keep themselves safe at the playgroup and know how to follow the procedures

when they practise the fire drill.

Children are supported to develop a good understanding of the importance of a healthy lifestyle. Children are offered foods that reflect a nutritious, balanced diet and always have access to fruit and drinks. Children move freely between the indoor and the outdoor areas throughout the session. This means children learn that outdoor play is not just an activity for fair weather and, as a result, they benefit from lots of fresh air. Children have a range of resources outdoors, for example, they are able to ride around on wheeled toys and play football. Furthermore, they use a range of open-ended resources to explore and use their imaginations. For example, they enjoy making pirate ships out of crates and using a piece of wood to 'walk the plank'. Consequently, children are having fun as they exercise.

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

There are well-written policies and procedures in place to support the management of the playgroup and staff's clear knowledge demonstrates a secure level of understanding of the safeguarding and welfare requirements. There has also been a complete overview of the current policies and procedures, and staff have attended recent safeguarding training. Consequently, staff know how to protect children, following clear procedures for any referrals. All staff have checks for suitability and there are systems in place for vetting and training new members of staff in the future. The rigour staff employ to vet all visitors, and those who collect children, means that children's well-being is secure.

Staff have a secure understanding of the learning and development requirements of the Early Years Foundation Stage. They plan purposeful activities to help children make good progress towards the early learning goals. Consequently, children are supported to make good progress in all seven areas of their learning and development. The staff at the playgroup work well together, they regularly hold staff meetings to discuss best practice and children's progress. Staff are also involved in an ongoing daily process of reflection and evaluation of the playgroup. They evaluate activities and experiences, discussing what worked well and when things need to change. As a result, staff are fully focused on the priorities for improvement, such as enhancing the outdoor area and developing further the relationships with local schools and the community. Staff identify suitable training and recently, staff have attended training on physical play. As a result, changes have been implemented to further enhance children's development in this area.

Staff make effective links with parents and external agencies. This means that children's needs are individually planned for and all involved in the child's life contribute to the assessment procedures, resulting in them being meaningful and appropriate. Staff talk to parents on a daily basis about the children's day and their achievements. Parents can access their children's learning and development files as they wish and each child has a home-link box. Staff share additional information using this system. This means that parents can further support their child's learning at home. Parents are unanimous in their positive feedback about the care and learning their children receive. They state they feel particularly welcomed at the playgroup. They comment about the staff being 'imaginative, engaging and not afraid to get messy'. The setting has developed good links with the local

schools, and teachers have been to visit. In addition, the setting works well with the local authority, in order to identify and action any concerns relating to children's development, at an early stage.

### **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>	226199
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	871378
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Community Pre-Schools Partnership
<b>Date of previous inspection</b>	02/12/2011
<b>Telephone number</b>	01530 810138

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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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