

# St James's Playgroup and Preschool

St James's C of E Primary School, Kingsway, STOURBRIDGE, West Midlands, DY8 4RU

## Inspection date

20/11/2014

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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

1

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

- Teaching is good because staff plan and provide a wide range of activities, taking into account children's individual interests and next steps in learning. As a result, children are making good progress in their learning and development.
- The learning environment includes a wide range of equipment indoors and out. Children independently access resources and explore their own ideas. Consequently, they are active learners who are constantly engaged in meaningful play.
- High priority is given to safeguarding and protecting children. The extremely effective practices, precisely followed by all staff, ensure that children are fully safeguarded.
- Partnerships with parents and external agencies are well established. This means that each child's individual care and learning needs are accurately met.

### It is not yet outstanding because

- Staff do not always give children enough time to think and respond to the stimulating questions that they ask. This means that opportunities to further extend children's thinking skills are sometimes missed.
- The well-established professional development programme does not have the maximum impact on children's learning. This is because the manager does not yet use observations of teaching practice to target staff's ongoing training needs.

## **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 had a tour of the premises.
- The inspector talked to staff and children and held a meeting with the leadership team.
- The inspector observed indoor and outdoor activities and conducted a joint observation with the manager.  
The inspector looked at a selection of documentation including children's records, learning journeys, training records and the Early Years Foundation Stage policies and procedures document.
- The inspector checked evidence of suitability for all adults working on the premises.
- The inspector took into account the views of parents on the day.

## **Inspector**

Sandra Meacham

## Full report

### Information about the setting

St James's Playgroup and Preschool was registered in 2001. It is registered on the Early Years Register and operates from within St James's Primary School in Wollaston, West Midlands. There are currently 70 children on roll. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The playgroup operates during term times from 9am until 11.30am Monday to Thursday. The pre-school operates during term times from 8:30am until 11:30am and from 12:15pm until 3.15pm Monday to Friday. There are currently seven staff working directly with the children. All staff have appropriate early years qualifications. The setting provides funded early education and 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:

- improve staff's teaching skills so that children have more time to think and respond to the stimulating questions that staff ask
- use observations of teaching practice to inform staff's individual professional development programmes, so that an even higher quality of teaching is promoted.

## Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They know the children well and complete detailed observations which are then used to plan a range of activities to support ongoing progression. Staff assess their observations to ensure that children are achieving in line with their expected age and stage of development, so that any gaps in development are quickly identified and responded to. Consequently, children make good progress considering their starting points, age and capabilities. Children's individual learning and development needs are well met because the quality of teaching across all areas of learning is consistently good. There is a good balance of adult-led activities and numerous opportunities for children to follow their own interests. As a result of this, the characteristics of effective learning are promoted as children are keen to explore and lead their own learning experiences. Staff work in partnerships with parents to support children in their learning. They discuss children's ongoing progress and share assessments including the progress check for children aged between two and three years. This check, along with other regular assessments are effectively used to monitor progress or identify when early intervention may be needed. This helps to ensure children are promptly offered the support they need to make the best possible progress.

The environment is interesting and stimulating. It is organised effectively, allowing children to select and access resources independently. Displays are particularly attractive and celebrate the children's work and achievements, for example, photographs of the recent Diwali festival activities are displayed. This helps children to have pride in their achievements and develops their personal, social and emotional skills. The book area is inviting and children choose to sit and look at books on their own or with the staff, who are readily available to read to them. Children have opportunities to see and recognise the meaning of letters and words during their imaginary play. This helps them understand that words have meaning and purpose. The children are encouraged to use a variety of writing and mark making tools which are integrated well across all areas of learning. This enables them to develop the skills for early literacy.

Staff play alongside children as children follow their own interests. The staff are skilled at extending children's vocabulary by introducing new words, directly linked to what the children are doing. For example, while working with dough very young children are asked 'Can you squish and squash this long thin piece?' Staff pronounce words clearly, use lots of descriptive language and demonstrate good communication skills. Similarly, as children are making sandwiches, staff discuss the ingredients and equipment needed. They ask stimulating questions about what children will need to do next, and why. Staff enhance children's mathematical understanding by asking 'How many pieces have you cut your sandwich into?' or 'What shapes have you made?' However, they do not always give children enough time to think and respond fully to the questions they pose. This means that opportunities to further extend children's thinking skills and allow them to explore their knowledge are sometimes missed. Nevertheless, children are making good progress across all areas of learning and are developing the skills they need in readiness for their next stage of learning, including school.

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

The staff team have an in-depth knowledge of the children and meet the needs of each individual very well, by taking into account their specific needs and interests. The excellent key-person system is well established and works exceptionally well in practice, enabling parents to share important information with their child's key person. As a result, children develop extremely secure and caring relationships. This helps them to develop a sense of belonging and gives them a feeling of safety. This is evident in their lively and confident interactions with staff throughout the sessions. Staff share daily information with parents informally when they arrive and collect their children, ensuring they are always up-to-date with their child's needs and achievements. 'Walk in Wednesdays' gives parents further opportunities to share their child's learning journey, talk to staff and work alongside children at the setting. Consequently, parents develop a real insight into how their children learn through play which enables parents to better support their learning at home.

High priority is given to helping children adopt a healthy lifestyle and their health and well-being is promoted very successfully. Children know that they 'might get poorly' if they do not wash the germs off their hands before eating or preparing food. They enjoy a very

sociable snack time and staff give great value to the promotion of social skills at every opportunity. The atmosphere in the setting is calm, and children purposefully engage in activities, because staff are good role models. Staff communicate respectfully with children and each other, creating a positive learning environment. Children are praised for good behaviour, such as good listening, turn taking, and using 'kind' hands. This results in children, being polite and confident, and able to communicate their ideas with others.

Children's safety and well-being is of utmost importance and staff are vigilant and supervise the children well. Planning for activities, inside and out, is thorough and includes opportunities for children to take risks relative to their age. This helps children to develop an understanding about their own safety and how to use the environment and resources in a safe way. For example, children safely ride bicycles successfully navigating around others so they do not bump into each other, build using construction materials, access a well-equipped writing area and play physical 'hop scotch' style games with staff. Good resources are available to promote children's physical development and coordination. The manager works in partnership with the Early Years Coordinator to ensure that all children's needs are met. The outside spaces are shared with the school's reception class and staff work closely with the reception teachers to ensure that there are times when they access the area all together as well as times when they do so independently. This gives children a chance to mix with older children and become familiar with the busier feel of the school environment. As a result, they are emotionally well prepared for their eventual move to school. Furthermore, the setting has well-established planning procedures in place to help children move confidently on to school or other settings. This means that all children are very well supported when they move on to their next stage in learning.

Staff are experienced, well qualified and totally committed to ensure that the unique needs of each child are clearly identified and met. Fully inclusive practice for all children is further supported by highly effective and close partnerships with other professionals and agencies. Children with special educational needs and/or disabilities are supported comprehensively by the knowledgeable staff team who liaise closely with parents and a range of professionals, including the Specialist Early Years Service. Children who speak English as an additional language are supported very effectively. Home languages and cultural backgrounds are highly valued and reflected within the setting. Appropriate images that challenge stereotypes are integrated into role-play areas. This means that all children feel valued and respected.

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

The manager, supported by the management team, ensures that the setting meets the safeguarding and welfare requirements of the Early Years Foundation Stage. Child protection training is undertaken by all staff, who demonstrate an excellent understanding about the procedures to follow should they have any concerns about children in their care. They also know what to do should they have concerns, or receive any allegations about their colleagues. This helps to protect children from harm. There are robust procedures in place for recruiting staff, including a thorough induction process for new members to the team. All staff benefit from ongoing performance management that ensures they are clear

about their roles and responsibilities. Staff complete risk assessments, ensuring the environment remains safe at all times, with any potential hazards identified and minimised immediately. Consequently, children's well-being is well promoted.

The management team effectively monitors the provision to ensure that the learning and development requirements are consistently met. Children's progress is overseen to ensure that they all make good progress and that no child or groups of children get left behind. The manager also observes staff's teaching practice to identify strengths and weaknesses in their delivery of the educational programmes. However, the information gained from these observations is not yet used to full effect to continually drive up the quality of teaching and of children's learning experiences. There is room, therefore, to maximise the impact of the professional development programme, by using observations to identify specific training needs. Staff attend regular training to ensure that their knowledge remains current and up to date. Very good deployment of staff ensures they are available to support the differing needs of individual children. Self-evaluation of the setting accurately identifies strengths and areas for development and the setting has successfully addressed its recommendations from the last inspection.

Effective partnerships and positive relationships between parents and staff are well established. Parents report that they particularly enjoy being able to join their children on 'Walk in Wednesday' and are happy that the staff have an in-depth knowledge of their children's likes and dislikes as well as their learning styles. Parents state that they feel included in their children's education and are confident that their children are safe and well cared for. Staff welcome a range of professionals into the setting, working with them to support children who have special educational needs and/or disabilities.

## 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>	260160
<b>Local authority</b>	Dudley
<b>Inspection number</b>	864629
<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>	105
<b>Number of children on roll</b>	70
<b>Name of provider</b>	St James C of E Primary School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01384 818810

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

