

Cherubs Community Playgroup

Meredith Road Baptist Church, Meredith Road, COVENTRY, CV2 5JH

Inspection date	26/11/2014
Previous inspection date	22/09/2009

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

- Teaching is good because staff have a secure knowledge and understanding of how young children learn and develop. They carefully observe and assess children's progress to continually improve their learning.
- Partnerships with specialised professionals are well established and ensure that children who have special educational needs and/or disabilities are supported consistently through a shared understanding of their requirements. This enables all children to reach their full potential.
- Children form secure emotional attachments with staff and show high levels of confidence and independence. Staff are knowledgeable about children's individual needs and this promotes their emotional well-being effectively.
- Children's welfare is safeguarded well because staff are clear of their role and responsibility to protect them from harm. They also implement effective practices to minimise hazards to children so that they can play in a safe environment.

It is not yet outstanding because

- Children do not consistently have the opportunity to see words in their home language so that they can more readily use that language in their play and learning.
- Staff sometimes do not organise group activities to best effect so that younger children can always fully contribute.

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 in all rooms and the outdoor learning environment.
- The inspector held meetings with the manager of the provision and spoke to staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of inspection and the views of written feedback from parents.
- The inspector checked evidence of suitability of all members of the staff team, their qualifications and the provider's self-evaluation and improvement plan.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.

Inspector

Hazel White

Full report

Information about the setting

Cherubs Community Playgroup was registered in 2009 and is on the Early Years Register. It is situated in Meredith Road Baptist Church, in the Wyken area of Coventry and is privately managed. The playgroup serves the local and surrounding areas and is accessible to all children. It operates from rooms within the church hall and there is an enclosed area available for outdoor play. The playgroup employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications ranging from level 2 to 6. Two members of staff are working towards a qualification. The playgroup opens Monday to Friday, during term time. Sessions are from 9am until 12 noon every morning, and from 12.15pm until 2.45 pm, with the exception of Tuesday. Children attend for a variety of sessions. There are currently 45 children attending who are in the early years age group. The nursery receives funding for the provision of early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen further the communication and language skills of all children, for example, by displaying words in children's home language

- review the organisation of circle time so that all children are consistently engaged and fully benefit from the activity.

Inspection judgements

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

Teaching is good overall because staff recognise that children learn through their play and that they have differing learning styles. The manager and key person conduct home visits prior to children attending. This enables them to find out about what children can already do before they start at the playgroup. Consequently, staff talk knowledgeably about children's starting points and use this information to plan effectively for their future learning. Ongoing assessment of children's progress is thorough. Staff monitor each child's development to ensure that teaching focuses on their individual needs and the next steps in their learning. Consequently, children are effectively prepared for the move on to school. Parents are kept well-informed of their child's development because they have good access to their child's learning journals and are provided with regular progress summaries. In addition, they have the opportunity to attend formal meetings with their child's key person. Children with special educational needs and/or disabilities are very well supported. In partnership with parents, staff work closely with specialist professionals,

following specific care plans to help all children reach their full potential. Parents are provided with a written summary of the progress check for children between the ages of two and three years. This means that parents can further support children's learning at home and identify any additional support that might be needed.

This is a 'pack away' setting and staff are passionate about creating a warm, welcoming and child-friendly environment in which children can have fun. Low-level storage units allow children to self-select resources, therefore developing their independence. Staff naturally ask open questions to challenge thinking and extend learning. For example, children learn that they can use foil bottle tops and cardboard tubes to make their autumn pictures. Staff teach children that these objects can also be recycled and this helps to protect the environment. Consequently, children are learning about the world around them. Furthermore, the celebration of festivals is included in the planning so that children gain an understanding of different cultures and traditions. Resources and activities, such as books and multi-cultural play figures enable children to discuss and explore similarities and differences in themselves and others. Many children are confident communicators, talking about things that are of interest to them. Staff ask parents to share key words in their children's home languages so these can be understood and used in playgroup. They model words in English and encourage children to repeat words and use gestures. However, some additional ways to help children effectively communicate have not been fully considered, for example, the use of visual aids, such as displays and labels. This means that children who speak English as an additional language do not see words in their home language as they play.

Children show increasing skill in recognising and using numbers and shapes to support their play. They count how many leaves they use to make a picture of a tree and match the shapes to those they see in the environment. For instance, children know that the smoke alarm is circular and the door handle looks like a long triangle. Children competently use scissors to cut pieces of tape to hold their picture together and have a go at writing their name on the paper when they are finished. As a result, children use their imagination well and develop good physical and literacy skills. Children know the playgroup routines well, helping to tidy toys away in readiness for group time at the end of the session. This is a time for listening to stories and singing songs. Older children are very excited about learning new songs for their Christmas concert and they love to listen to familiar stories. However, staff do not always enhance the organisation of circle time by reducing the size of the group so that younger children benefit from having opportunities to become more fully involved in the activity. All children regularly use the outdoor area and are therefore provided with plenty of fresh air and physical exercise. They climb equipment and negotiate obstacles as they ride wheeled toys. Children work out that if they place building blocks across puddles they can walk across without getting their boots wet. Others, however, are more than happy to splash and jump in the puddles, having a great time.

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

Children settle well because of the welcoming and nurturing atmosphere created by the staff team. Parents are offered home visits prior to their children attending and they also have flexible settling-in sessions. Consequently, this helps to support children in the move between home and the playgroup. A well-established key-person system supports children in forming strong attachments. Staff consistently reinforce children's positive behaviour with praise in order to boost their self-esteem. Children are fully aware of the playgroup rules as staff share them with children at the beginning of each session. As a result, children are learning about turn-taking and being kind and considerate to one another. Staff create an inclusive provision where all children are welcomed and valued. They willingly work with other professionals involved in children's care to ensure any additional or medical needs are fully met.

Low-level furniture and storage units enable children to access toys and equipment independently. Children know where to return activities and resources to when they have finished playing. This practice helps children to gain a sense of belonging and pride in their surroundings. Children learn about the benefits of exercise and they experience outdoor play throughout the day. In addition, children have a good variety of toys and apparatus indoors, such as soft play equipment. This means that children's health and physical well-being is effectively supported even when the weather is extreme and they are unable to play outdoors. Good links with primary schools and visits from school staff enable children to prepare well for the next stage of their learning and a smooth move on to school.

Children receive a good range of healthy nutritious snacks. Staff place a strong emphasis on encouraging children to develop a wider range of tastes. For example, children taste exotic fruits and foods from other countries. As a result, children learn about the importance of a varied healthy diet. Staff support children at snack times, helping them to use cutlery correctly to butter their bread and cut wraps in half. As a result, children develop good self-help skills. Furthermore, children learn sensible hygiene routines because staff act as good role models when washing their own hands. Children are cared for in a safe environment. All areas and equipment used by children are regularly checked to ensure that children are kept safe. Children learn and understand how to keep themselves safe because staff remind them how to use play equipment safely. For example, they learn to handle scissors with care and tread carefully when playing outdoors after it has been raining because the ground can become muddy and slippery. Older children learn to check that doors are closed fully when they move between rooms to ensure that other children do not trap their fingers.

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

The leadership and management of the playgroup is strong. The designated person for safeguarding is clear about her role in meeting the safeguarding and welfare requirements so that children are kept safe from harm. She ensures that the staff team are secure in their knowledge of the safeguarding children procedures by offering regular training

opportunities to update their skills. This means that all staff are aware of the procedure to follow should they need to raise a concern about a child in their care. Consequently, children are protected from harm. Thorough recruitment systems are in place to ensure that all staff are suitable to work with children and have been appropriately vetted. New staff are provided with a good induction so that they have a secure knowledge of their roles and responsibilities. There are good arrangements for the collection of children because passwords are used when necessary for extra protection. Risk assessments are carried out on a regular basis and staff are well-deployed to ensure that children are kept safe and supervised effectively.

The manager has a good understanding of her responsibilities in meeting the learning and developmental needs of young children. The majority of staff are qualified and some are working towards a qualification in order to improve the service they offer to children and their families. Ongoing training needs of staff are discussed and identified during supervisions and appraisals. This shows that there is strong commitment to continuous professional development for the benefit of the children attending. An effective system is in place for regularly monitoring practice and this ensures the playgroup is always developing. The team have been effective in addressing the recommendations raised at the last inspection. For example, staff now ensure that children's individual next steps in learning are securely embedded in future planning. The manager uses self-evaluation to identify areas for improvement and clear action plans are in place to bring about continual development. For example, staff identified that the book area was under used. It was moved to a more prominent position and this has been successful in encouraging children's interest in books. The views of parents' are obtained in a variety of ways to help fully develop the provision. For instance, this is achieved through discussion and questionnaires. This helps to further support long term achievements and improve the quality of provision for all children.

Parents are very positive about the care their children receive. They comment that staff are brilliant and that their children make great progress. Others comment on how staff support the whole family by identifying additional professional support for their children. Parents' know they can come into the playgroup at any time to talk to staff about their children's development. Furthermore, they also have formal meetings to discuss their children's progress. This ensures that a strong link between home and the playgroup is maintained. Close partnerships with other early years providers enable the good sharing of information in order to fully promote children's learning, development and welfare. Partnership working with other professionals and agencies is very well-established and used to identify children's needs to help them make the best possible progress. Consequently, information is shared effectively to enable continuity of care and learning, and children receive timely intervention when it is required.

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	EY390483
Local authority	Coventry
Inspection number	859274
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	45
Name of provider	Cherubs Community Playgroup Committee
Date of previous inspection	22/09/2009
Telephone number	02476453976

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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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