

Tunstall Methodist Church Playgroup

Queens Avenue, Stoke-on-Trent, Staffordshire, ST6 6EE

Inspection date	09/01/2015
Previous inspection date	11/06/2014

The quality and standards of the early years provision	This inspection:	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

- The quality of teaching in the Hedgehog room has improved. Staff engage with children during play and use effective questioning and demonstrations to support their learning. As a result, the good quality of teaching across the setting is consistent
- Improvements to the assessment process within the Hedgehog room has resulted in staff having an accurate understanding of children's levels of achievements. This enables staff to plan challenging activities that support and extend children's learning and development. As a result, children are making good progress.
- The improved supervision system ensures that performance management focuses on the quality of teaching and the consistency of planning and assessment to ensure that all children's needs are met.
- Partnerships with parents are good. Staff have introduced a variety of new strategies to engage parents in their child's learning at home. As a result, parents have a clear understanding of their children's achievements.

It is not yet outstanding because

- The successful introduction of peer observations in the Hedgehog room, has not yet been expanded across the whole setting to ensure the quality of teaching remains consistent.

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 the Hedgehog room, Butterfly room and outdoor learning environment.
- The inspector held meetings with the manager and spoke with staff and children throughout the inspection.
- The inspector looked at documentation including children's assessments records, planning documentation and staff personnel files.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation form and the improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Lynsey Hurst

Full report

Information about the setting

Tunstall Methodist Church Playgroup is privately owned and has been operating since 1993. The group operates from Tunstall Methodist Church, which is on the outskirts of Tunstall Town Centre, Staffordshire. The group serves the local area. All children share access to an enclosed outdoor play area. The group is open each weekday from 9am to 3.15pm, during school terms. The group is registered on the Early Years Register. They are in receipt of funding for free nursery education for two-, three- and four-year-old children. There are currently 35 children on roll, all of whom are in the early years age range. Children are able to attend for a variety of sessions. The group currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are four members of staff. Of these, one has a relevant degree and three have qualifications at level 3.

What the setting needs to do to improve further

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

- expand the use of peer observations to include the whole setting to ensure the quality of teaching remains consistent.

Inspection judgements

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

Since the last inspection the quality of teaching within the Hedgehog room has improved. As a result, the quality of teaching across the setting is consistently good. Staff have a good knowledge and understanding of how children learn and develop and use this to meet individual children's needs. Staff use a range of effective teaching methods and questioning skills to support children in their learning. For example, during a painting activity when children begin to mix the different colours, staff question them about which new colours will be made and how the shades change the more they mix. As a result, children are developing their thinking skills through experimenting and making predictions. Staff planning stems from children's needs and interests and they have a good understanding of when to engage in children's play and activities, in order to extend their learning. For example, when a child paints a rainbow staff talk about which colours can be seen and when we might see a rainbow. As a result, children are making good progress and are well prepared for the next stage in their learning.

Improvements to observations and assessments in the Hedgehog room have resulted in staff having an accurate understanding of children's achievements and levels of attainment. Information regarding children's prior learning at home is gathered from parents on entry to the setting. This information, along with staff observations are used to evaluate children's initial starting points. Observations and assessments are then

completed regularly and are used to identify individual children's next steps for learning. Staff plan a range of challenging and exciting experiences that build upon what children already know and can do. As a result, children's individual learning needs are well supported. Tracking of children's progress is completed each term and ensures that any gaps in attainment are identified early so that appropriate interventions can be sought. Children with special educational needs and/or disabilities and those who speak English as an additional language are supported well. Staff have a clear understanding of their needs and ensure that appropriate support is available.

Parent partnerships across the setting have been improved since the last inspection and an improvement plan has been implemented to ensure this continues. Staff now share children's next steps for learning with parents through their daily diaries. They also share information about how parents can support their child to achieve these at home. Progress meetings are completed regularly with parents to ensure they have accurate information regarding their children's learning. Staff have introduced a 'Wow moments' board for parents to share information about children's achievements at home. The Hedgehog room have introduced a 'travelling teddy' who goes home with children on a weekly basis, to engage parents and children in activities at home. The Butterfly room regularly send activities home for children and parents to complete together. As a result, parent partnerships are good and parents comment that they have a good understanding of their children's learning and development.

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

Each child has a designated key person and they work closely with children and their families to support children to build secure attachments. Settling-in sessions are offered to all children and gradually increase in length to support children to feel confident to separate from their parents. Relationships between staff and children are strong and children enjoy their time in the playgroup. Staff encourage children to share and take turns and use activities to support this. For example, when building with traffic cones, staff explain to the children about working together to achieve a common goal. As a result, children are learning to respect and understand the needs of others. Staff are good role models and provide children with clear expectations for behaviour and remind children of these when necessary through using visual aids and discussion. As a result, children are well behaved and use their good manners appropriately.

Children have daily access to fresh air and exercise through planned outdoor activities that support children's learning. Staff support children in developing an understanding of empathy and caring for others, through talking to children about being careful of the younger children when playing on bikes and push-along vehicles. Staff encourage children to take risks that are appropriate for their age and stages of learning. For example, when playing outside children who are less confident on the physical equipment are closely supported by staff that encourage them to try while offering close supervision. As a result, children are building their skills in a safe environment and are developing their knowledge of how to keep themselves safe.

Staff provide children with healthy snacks and drinks and talk to the children about what is

healthy and why. Visual aids support the children in the Butterfly room to develop an understanding of different food groups and fruit and vegetables. Children's independence is promoted well at snack time. For example, children in the Hedgehog room pour themselves drinks and fetch their own plates and snacks. Children in the Butterfly room prepare their own snack using appropriate knives to cut up fruit. Children are developing good hygiene routines and require very little support from staff. For example, children instinctively wash their hands before snack and after engaging in messy activities.

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

The leadership team has worked hard since the last inspection to ensure that the provision has improved. The manager has put into place a thorough improvement plan to overcome the previous weaknesses. Improvements made have been precise and sharply focused to ensure they are effective. Improvements to the assessment system within the Hedgehog room has resulted in staff having an accurate understanding of children's achievements and children having access to educational programmes that are helping them to make progress. The manager monitors the delivery of educational programmes and has implemented regular staff observations to ensure the quality of teaching is consistent across the setting. Tracking of children's learning and development ensures that any gaps are identified early and appropriate interventions are sought. Peer observations have begun in the Hedgehog room. However, as yet these have not been introduced in the Butterfly room to ensure the quality of teaching in this room remains good.

The process of supervision for staff has been improved. The management team have attended training to ensure that supervision focuses on performance management, coaching and support for staff. Individual staff training needs are identified and focus on improving the provision. Staff within the Hedgehog room have completed appropriate training to support toddlers' and children's early language development. Recruitment processes are robust. The manager has extended the period of induction so that new staff are supported through mentoring and by observing practice across the setting. As a result, staff have a clear understanding of how the setting operates and practice within the setting is consistent.

Staff have a good understanding of the signs and symptoms of abuse. They understand their responsibilities in relation to reporting any concerns they may have over the safety of children in their care. As a result, children are kept safe and protected from harm. Partnerships with parents and external agencies are good. Children with special educational needs and/or disabilities and those who speak English as an additional language are supported well and interventions are targeted to ensure that individual children's needs are consistently met. For example, the setting meets regularly with parents and other agencies to share information regarding children's progress towards their targets. As a result, children's needs are consistently met as the information shared is accurate and up to date.

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	224731
Local authority	Stoke on Trent
Inspection number	979933
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	35
Name of provider	Patricia Cooke
Date of previous inspection	11/06/2014
Telephone number	07714 330002

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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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