

St Bede's Playgroup

Inspection report for early years provision

Unique reference number	314176
Inspection date	27/04/2010
Inspector	Julie Morrison
Setting address	St. Bedes School, West View, Sacriston, DURHAM, DH7 6AB
Telephone number	0191 3710272
Email	
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

St Bede's Playgroup has been registered since 1993 and is managed by a committee. It operates from a large playroom situated in the grounds of St Bede's Church in Sacriston. The premises are accessed by steps. The setting has use of an outdoor play area. The group is open Monday to Friday from 9am until 12pm term time only. The group is registered on the Early Years Register to care for up to 16 children aged from two to five years of age. There are currently 19 children in this age range on roll. There are four members of staff working with the children, all of which hold a recognised childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are happy and settled at the welcoming playgroup. Friendly staff provide a range of activities, which appropriately cover all areas of learning. This ensures children make suitable progress in their learning and development. The group promotes a suitably inclusive environment and this is supported through positive relationships with parents. Although relatively new to the post the manager demonstrates a genuine commitment to developing the setting and promoting outcomes for children. However, as yet systems for all staff to be effectively involved in the monitoring and evaluation of the setting have not been established. Most documentation required to promote the effective management of the setting is in place.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- implement effective systems to ensure that Ofsted are informed of changes to members of the management committee and suitability checks are in place for such members. (Suitable people)
- 30/05/2010

To further improve the early years provision the registered person should:

- build upon staff's understanding of the learning and development requirements of the Early Years Foundation Stage, in order to further develop systems for recording children's progress, including matching observations to the expectations of the early learning goals and planning activities based upon identified learning priorities
- develop procedures to ensure effective communications between settings to ensure that the children's individual needs are promoted and there is continuity in their learning and development
- further develop the risk assessment to ensure that it covers anything with

which a child may come into contact with

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion, to identify areas for development and ensure that all staff are involved in decision making.

The effectiveness of leadership and management of the early years provision

The children are appropriately safeguarded, because the group has suitable procedures in place to help keep them safe. For example, all staff are familiar with the procedures for protecting children and this is supported by a clear written policy. The manager ensures that staff are not left alone with children until all relevant checks have been completed, however, the setting has not ensured that all members of the management committee have had all relevant checks. This is a breach of the legal requirements. The risk to children is however, minimal, as members of the management committee do not have any contact with the children. Staff ensure that children remain safe in the setting, as they implement appropriate procedures, such as, keeping the external door locked, covering radiators and constant supervision of children at all times. This is supported by a daily checks of all areas and a record of risk assessments for the setting and for outings. However, the risk assessments do not fully cover all areas and equipment which children may come into contact with, for example, climbing frames or the school hall.

Partnership with parents is satisfactory. Staff meet with parents at the start of their child's placement to discuss relevant policies and procedures and gather sufficient information to meet their child's individual needs, for example, dietary requirements and medical needs. Relevant information, such as, the certificate of registration and public liability insurance are displayed, this helps to keep parents informed about the setting. Parents are kept up-to-date about their child's care through verbal feedback and a newly introduced diary for the children. Newsletters further keep parents informed about the setting and provide opportunities for parents to get involved in their child's learning, for example, bringing in items to add to the nature table. The setting has developed close relationships with the local school this helps to promote smooth transitions for children. However, as yet, effective procedures to share information with other providers of the Early Years Foundation Stage which children attend, have not been established to promote continuity of care and learning for all children. No children with special educational needs and/or disabilities currently attend the setting, however, appropriate procedures are in place to ensure that children who speak English as an additional language are appropriately included.

The manager demonstrates a positive attitude to developing the setting and promoting outcomes for children. She has completed the Ofsted self-evaluation form and is working closely with local authority development workers to ensure continuous improvement. All recommendations from the previous inspection have been addressed, for example, a member of staff with an appropriate first aid certificate is always present during the sessions. This helps to promote the children's safety and well-being. However, team meetings have not yet been

established and as some of the staff are new to the setting, effective procedures to involve them in the monitoring and evaluation of the group have not been established. Effective use is made of the available space. Colourful examples of the children's work along with some photographs are clearly displayed, this helps to promote a sense of belonging for the children. The children move around the setting confidently and most resources are stored in low-level boxes. This allows children to make independent choices about their learning and play.

The quality and standards of the early years provision and outcomes for children

The children arrive happily at the setting and separate confidently from their parents and carers. They are content, settled and willingly take part in activities, which appropriately cover all areas of learning. They make choices about which activities they wish to take part in and move around the space confidently. Staff are beginning to develop their knowledge of the Early Years Foundation Stage however, this is still in the early stages for most staff. They have very recently introduced individual books to record observations of the children's learning, however, these are not clearly linked to the areas of learning and do not identify the children's next steps. This means that although planning is in place, it is generalised for all children and does not clearly reflect personalised learning for children. Nevertheless, children are making suitable progress in their learning and development. They benefit from key-workers and warm and friendly staff who make appropriate use of questioning to extend their learning. For example, staff encourage them to identify shapes and colours and introduce new words such as 'hibernation' to them. The children enjoy playing with a suitable range of building blocks, puzzles and jigsaws to help to promote their problem solving skills. They sit independently to complete jigsaws and play picture lotto games with their friends. They are beginning to develop their fine motor skills as they hold pencils to draw around stencils or roll and cut play dough. The children's communication skills are developing well, they join in enthusiastically at circle time and individually sing songs to the rest of the group. Nursery rhymes are used to good effect to encourage the children's counting skills. Planned activities such as growing vegetables and going on 'bug hunts' helps children to begin to develop an interest in the natural world. They are also beginning to develop an awareness of diversity and different cultures as they practise sign language and celebrate festivals such as the Chinese New Year. A suitable range of equipment such as a new computer, camera and calculators help the children to begin to develop skills for the future.

The children's good health is appropriately promoted at the playgroup. Children enjoy snacks of fresh fruit and drinks of milk. Appropriate hygiene precautions are taken, the tables are cleaned by staff and children wash their hands before snack time, this helps to reduce the risk of cross-infection. Consistent routines and the use of songs help children to begin to learn about the importance of keeping themselves safe. For example, prior to visiting the school they hold hands with each other and sing songs to reminding themselves 'to walk not run'. Children do not attend if they are sick, this enables the staff to protect others from illness. The children have regular opportunities to enjoy physical exercise at the playgroup, for example, they join in with 'fab tots' sessions with the local school, balancing,

climbing through tunnels and moving to music. The children behave well at the setting, as staff implement appropriate behaviour management techniques, for example, they give the children regular praise and encouragement and talk to them about the importance of sharing. Tasks such as tidying up and clearing away their plates after snack time further promotes the children's independence.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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