

# St Philip And St James Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY346347
<b>Inspection date</b>	06 July 2007
<b>Inspector</b>	Carol Readman
<b>Setting Address</b>	St Philip & St James Church Hall, Kings Road, Fleet, Hampshire, GU51 3AA
<b>Telephone number</b>	01252 645 301
<b>E-mail</b>	tracey@fleetchildminder.co.uk
<b>Registered person</b>	Tracey Weaver & Susan Lock
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

St Philip and St James Playgroup was first established approximately 25 years ago. It was re-registered in 2007 under new ownership/management and is run as a private limited company. The playgroup is held in a church hall which is situated in a residential area of Fleet in Hampshire and serves the local community. The group has access to the main hall, an adjoining room, kitchen and toilets. The car park can be cordoned off for outdoor play. The setting is registered to care for a maximum of 24 children from two to under five years of age at any one time, although children are usually aged two years and nine months before being offered a place.

There are currently 40 children on roll, 32 of whom are in receipt of nursery education funding. The setting welcomes children with learning difficulties and/or disabilities and/or those who speak English as an additional language. The playgroup operates weekdays during school term times only and is open from 09.15 to 11.45. From September it will open until 14.30. Children attend a variety of sessions each week. There are six members of staff who work with the children, some on a part time basis. Of these, three hold a recognised early years qualification. The setting receives support from Local Authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children learn about a healthy lifestyle. Fresh fruit for snacks help children develop good eating habits. Children are able to eat their snack when they wish. This helps them to learn about their body's needs and manage their eating.

Children learn about hygiene. They know they need to wash their hands before snack, after eating a sticky banana and when they visit the toilet 'to wash the bugs off'. They are reminded to wash their hands by the pictures over the sink. However, children share water for hand washing. This puts them at risk from infection and cross infection.

Children take part in daily activities that promote their physical development. For example, they use the trampoline and rockers during free play and join in music and movement sessions. They play with the setting's play parachute where they learn to co-operate by shaking, raising and lowering the parachute together. New bicycles and scooters mean that children can practise large muscle and spatial skills as they ride around avoiding the other children.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play safely in a warm and welcoming environment. Bright colourful wall displays of the children's artwork and a wide range of toys and colourful resources means that children arrive eager to explore the room and join staff in circle time. They develop confidence as they move freely around the safe playroom. Staff identify potential hazards, through regular risk assessments and daily checks. They follow generally good procedures to ensure children keep free from harm. However, the doors leading to a small outdoor play area cannot be fastened open securely. This is a potential hazard to children. Staff use good procedures to make sure that the provision is secure at all times and that children cannot leave the setting unsupervised.

There is a wide range of furniture to ensure that children can play and eat in comfort. This includes beanbags and low chairs that convert into mattresses in the quiet reading area. Children enjoy playing with a wide range of toys and resources that are appropriate to their ages and stages of development. Staff are vigilant to ensure that these remain in a good, safe and clean condition. A range of bright and stimulating new toys help to extend the children's enjoyment.

Children learn good safety rules such as walking when they are in the hall to keep themselves and their friends safe from accident and injury. The managers have completed a thorough risk assessment and use a daily written checklist to ensure that children are safe. Staff have sound knowledge of child protection issues. This safeguards children's welfare. Staff are aware of their role in child protection and the nominated person is aware of the routes of referral and local procedures.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children settle quickly and play happily with their friends. Staff are well deployed to ensure that there is a good balance of adult supported activities and chances for independent play. Children develop their imaginations as children dress as fairies and cast spells over their baby

doll, hoping it will grow wings. Children at the setting have high levels of confidence and talk with enthusiasm about the 'knees, clap, goodbye' song that they perform at the setting.

Children play well together and enjoy one another's company. They take part in a broad range of fun activities, which support their development and learning by providing them with a wealth of new experiences. For example, they learn about travel on the underground train system and enjoy making tickets during role play sessions. Here they pretend to manage the station. Children enjoy very good relationships with staff and constant praise and encouragement helps them develop high self-esteem.

### Nursery education

The quality of teaching and learning is good. Children's learning is enhanced by careful planning to ensure that children enjoy a broad-based curriculum that supports their progress in all areas of learning. Children benefit from a good team that quickly spot opportunities for spontaneous learning, based on what happens during the session. For example, cutting open an apple that was rotting at the core became an excellent opportunity to involve children in thinking about why this happens and what happens when you cut open an apple. In this way children learn about the natural world about them. They learn to count the pieces of apple or banana and improve their dexterity by cutting up bananas. Socialising and chatting to staff and other children helps to develop language and communication skills. Washing up their plates and cups helps them develop independence skills. Staff are skilful at weaving many learning opportunities into everyday activities.

Children enjoy using a variety of electronic toys and laugh excitedly as they see the result of completing games on the children's computer. Staff are quick to praise children for their achievements. Fun activities and constant support and praise means children are keen to learn. As a result, they make good progress towards early learning goals, given their starting points and capabilities. Children enjoy the range and variety of resources that staff put out each day. However, they are limited in the resources they can select for themselves. For example, they cannot access craft or pencils for mark making activities independently. This means that opportunities to develop independence, think about what they would like to do and be responsible for managing their own play are limited.

A cosy, well-used book corner becomes a place where children can use their imaginations as they enjoy sharing books with their friends and staff members. Others sit quietly turning the pages as they savour their favourite books at their own pace and in their own way. Children love story time at the setting, gaining valuable listening skills and extending their vocabulary. Highly stimulating music sessions develop confidence as children learn to join in with the actions and develop their instrument playing skills as they play along and sing favourite songs. Music, imagination and physical skills are promoted very effectively in group activities where children learn to negotiate their way around the hall as they stomp about like dinosaurs.

Children eagerly join in painting, gluing and play dough sessions. Here they develop the dexterity they need as they practise early writing skills while they experiment with colours and design the face they want to put on their carnival tee-shirt. Children practise the counting skills they have acquired, counting how many pies they have made and share out play dough discussing who has more or less. Children have high levels of imagination. For example, They add pretend fillings to pancakes before cooking them in the toy oven. Staff are always on hand to support and further develop learning and there is a strong emphasis on promoting personal and social skills as children learn to play with others in a highly supportive and caring environment.

## **Helping children make a positive contribution**

The provision is good.

Children at the setting have their individual needs well met by staff who have a good understanding of equal opportunities and help all at the setting to take part fully and enjoy their day. Children learn about their world through taking part in local activities such as the local carnival. Staff support children with learning difficulties and disabilities extremely well. Individual plans are well used to help these children progress. The staff's patience and skilful engagement means that all children are able to play a full part in the day as appropriate to their individual needs and capabilities.

Children are happily engaged in their play and benefit from positive behaviour rules. They receive gentle reminders of the rules of the setting such as to walk as they move around the hall. Staff reward acts of consideration and kindness with warm acknowledgement and praise. This helps children understand how they should behave and helps to foster positive attitudes to staff. As a result children behave well.

Children's spiritual, moral, social and cultural development is fostered. Staff help children reflect on the world around them as they discuss why fruit goes bad and discolours when you cut it open. Children are learning what is right and the behavioural expectations of the staff. They are learning to manage their own behaviour and be kind and considerate to others.

Partnership with parents and carers is good. A new information booklet gives parents information about the setting including its educational provision and policies and procedures are available to parents in the waiting area. Parents are generally very happy with the provision. They feel their children are happy and settled. Parents become involved in their children's learning at home as they help them find objects with this week's initial letter to take to the interest table. Frequent newsletters allow parents to discuss the current topic, such as people around the world, with their children.

## **Organisation**

The organisation is good.

Children's care is enhanced by the setting's effective organisation. The managers insure that all the necessary regulatory paperwork is in place and obtain permissions to enable them to obtain help in a medical emergency. Children feel at ease in the environment, and with the staff, and are therefore confident to initiate and extend their own play. The familiar routine and well-organised space helps them to feel secure. High ratios of staff to children mean that children are very well supported in their play. Very good provision is made for children with learning difficulties and disabilities which enables all to fully benefit from their time at the setting.

The provision is successful at making sure that the outcomes for children are positive. The childcare practice is very effective and the setting has a strong commitment for improvement and strives towards providing the best possible care and education.

The quality of leadership and management is good. The managers have a clear vision of providing the best in childcare. Staff work together well as a team to provide a high standard of care and education. There is a commitment to staff training and staff attend courses to further develop their expertise. The setting is proactive in assessing its own strengths and weaknesses as part of continuous improvement. However, the managers have not yet implemented a system to

ensure that children's records of achievement are up to date and next steps in their learning are identified. This limits staff in planning to meet children's needs. This has an impact on the children as it reduces opportunities for them to reach their full potential. The new managers have made a creditable start in their quest to strive to deliver the very best in childcare.

Children are free to play in a warm and caring environment where all participate fully. Good use of the environment and careful deployment of staff contributes to a good, healthy, safe and enjoyable experience for all the children. There are good policies and procedures that work well in practice to promote children's health and safety. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that there are suitable procedures for hand washing
- ensure that doors to small outside area do not pose hazard to children when the area is being used.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop opportunities for children to select resources independently
- ensure that record keeping is up to date and used to inform next steps for children's educational development.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)