

All Saints Playgroup

Inspection report for early years provision

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Inspector Deborah Kerry

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Type of setting Childcare on non-domestic premises

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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

All Saints Playgroup is a privately owned group. It opened in 1991 and operates from a community church hall in Bury St Edmunds, Suffolk. All children share access to a secure outdoor play area. The premises are fully accessible.

A maximum of 26 children may attend at any one time, all of whom may be on the Early Years Register. There are currently 46 children attending who are within the Early Years Foundation Stage. The playgroup is open Monday, Tuesday, Thursday and Friday mornings from 9.15am to 11.45am and on Monday and Thursday afternoons from 12.30pm to 3pm during term time. There is also a lunch club between the morning and afternoon sessions. Children and families attend playgroup from the surrounding area and are able to attend for a variety of sessions. The playgroup is registered on the Early Years Register. The playgroup provides funded early education for three and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The playgroup employs nine staff. Of these, all hold appropriate early years qualifications and, of these, two members of staff have qualified teacher status. The group has completed the Suffolk Quality Assurance accreditation scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's learning and development in the Early Years Foundation Stage is effectively supported by the well-qualified and experienced staff. They know children's individual needs well and the next steps in their learning are clearly identified and provided for in the weekly plans. The setting has developed excellent relationships with parents and other providers and seeks support and advice from other professionals to ensure that each child's individual needs are fully understood and can be met. The playgroup has clear procedures in place for evaluating and monitoring their good practice and has identified areas for improvement to benefit children's ongoing learning and development. Procedures for promoting children's welfare are robust and aspects around safety are mostly very secure.

What steps need to be taken to improve provision further?

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

- update the record of risk assessments to include all aspects of risks for each outing and trips undertaken.

The effectiveness of leadership and management of the early years provision

The playgroup has clear effective policies and procedures regarding safeguarding children in place to ensure children's welfare and safety is fully enhanced. Staff are fully aware of their responsibilities regarding safeguarding children and have an excellent understanding of the procedures to follow. There is clear information available should they have any concerns which are displayed, ensuring that children's welfare is further promoted. The playgroup has clear procedures for the emergency evacuation of the premises to ensure that children's safety is a high priority. The emergency evacuation of the premises is practised on a regular basis on different days. This ensures that all children learn how to keep safe in an emergency and are given regular reminders. Clear risk assessments include all areas and reflect the staff's commitments in ensuring children are protected from any potential hazards. Children are taken on regular walks within the local community to support their understanding of the environment. However, the risk assessments undertaken for outings do not include all aspects to fully promote their safety.

Staff have developed excellent relationships with the parents of children that attend. They speak very highly of the care and learning provided for their children and the good progress that they have made in their development. Parents are pleased with the regular meetings held with their child's key person to view and discuss their child's learning journey record each term. They have opportunities to add comments to their records to show that they are fully involved in their children's early education. Parents fully support their children's education as they volunteer to come in and help with activities. For example, they come in and help to make biscuits with the children to extend their topic on trains. Parents can become a friend of the playgroup to help with fundraising events to increase resources to benefit their child's learning and development. The staff have developed excellent relationships with teachers at the local primary school to help support children with their transitions. The teachers visit the playgroup to meet the children who are due to start full-time education in the new term. This helps with their transitions. Staff have developed excellent links with other providers that children attend to maintain continuity of care for their learning. Information on children's achievements and progress is regularly discussed and exchanged and added to their learning journey records. This ensures that all those involved are kept up-to-date with their progress and development. The playgroup provides parents with annual questionnaires to obtain feedback on their practice helping to identify areas for development to ensure that their needs continue to be met.

Through regular staff meetings, ideas to support children's learning and development are discussed and planned to ensure children make good progress in their learning. All staff have input with ideas on areas for development with regard to reviewing the playgroup's practice. The self-evaluation form is updated on a regular basis to reflect that the playgroup is highly committed in maintaining continuous improvement. The range of policies and procedures are regularly reviewed and updated in line with any changes to their good practice. All staff are

supported with their continuing professional development so that their knowledge can be extended, enhancing children's learning and development.

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

Children are provided with a variety of healthy foods at snack time which actively contributes to their good health. Parents provide a packed lunch for children who stay all day, which is stored appropriately. Children's independence and self-care skills are supported exceptionally well as they use plastic knives under staff supervision to cut and taste peppers. They pour their own drinks and clear away their plates. Children are involved in deciding what snack they wish to eat. This fully promotes their independence and shows that their views are highly valued and included. Children have access to large equipment inside and use the outside play area freely, fully supervised by staff. This enables them to enjoy a range of physical play activities where they can climb, jump and balance to fully enhance their physical development.

Children's self-esteem is promoted and their thoughts valued as they take turns to talk about an item they have brought in from home. Children learn about the wider world and other cultures and beliefs as they undertake a range of activities throughout the year. Staff ensure that children for whom English is a second language are fully supported, with words in their home language provided by parents being displayed. Parents come in and read stories to all children from dual language books to promote children's understanding in communicating in different ways. Staff use Makaton sign language when communicating with children to ensure that they are all fully able to understand and be included in the activities that are available. Children with additional needs are provided with individual support to ensure that their needs are fully supported and met. Resources are set out to allow children to make choices in what they play with. Boxes are labelled with pictures and words, ensuring that all children are able to make free choices. All children have opportunities to paint, colour and draw. This encourages children to develop their pencil control skills and to write for a purpose.

Children are encouraged to help to tidy away resources at the end of a session. This helps them to learn respect for their environment and how to take care of resources. Children enjoy looking at books and listening to stories read to them by staff. Staff use props and include children when retelling well-known stories to capture their interests. This promotes their interest in their early reading skills and supports their understanding of literacy. Children enjoy singing songs and rhymes from memory and experiment with sounds through playing musical instruments. Children's imagination is encouraged as they dress up and act different roles within their play. This also supports their language and communication skills well. Children have free access to a range of materials for craft activities. They make trains from recycled material that links in with ideas from their current theme. Children enjoy weighing and measuring out the ingredients to make biscuits. This develops their knowledge of problem-solving and numeracy. They notice the changes as they take turns to add and mix the ingredients together and they roll and cut out shapes before they are baked. Children are provided with a wide range

of resources and activities that meet their interests and fully enhances their learning and development. Children are able to pursue their own interests, they work independently at their own pace to consolidate their learning. Children are fully engaged in their learning and show high levels of involvement in self chosen activities.

Regular observations are completed on children and show that the next steps in their learning have been clearly identified. Children's individual interests and learning needs are incorporated into the weekly plans to ensure that they are fully supported with making good progress. Staff plan adult-focused activities and areas are identified for future learning to support children's individual development and interests. Children's learning journey records show their achievements and are clearly linked to the six areas of learning and show how they are making good progress in their learning. Children are provided with resources and activities to ensure they are challenged to enhance their learning and development.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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