

Holy Trinity Playgroup

Inspection report for early years provision

Unique reference number 226211
Inspection date 25/10/2011
Inspector Debra Davey

Setting address Holy Trinity Church Hall, Off Kilwardby Street, Ashby-de-la-Zouch, Leicestershire, LE65 2FR
Telephone number 01530560549
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Type of setting Childcare - Non-Domestic

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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

Holy Trinity playgroup was registered in 1992. The playgroup is situated within Church premises in Ashby-de-la-Zouch, Leicestershire. The playgroup has the use of two ground floor rooms and there is a fully enclosed outside play area. The playgroup serves the local and wider community. It is accessible to all children.

The setting opens Monday to Friday term time only. Sessions are from 9.05am to 12.05pm each weekday morning. A lunch club is held from 12.05pm to 1.05pm each day. An afternoon session is available from 1.05pm to 3.05pm on Tuesday and Wednesday. Children are able to attend for a variety of sessions. A maximum of 34 children may attend the playgroup at any one time, all of whom may be on the Early Years Register. There are currently 70 children attending who are within the early years age range. The playgroup provides funded early education to three- and four-year-olds. The playgroup supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The playgroup employs 14 members of childcare staff, all of whom hold appropriate childcare qualifications. The playgroup receives support from the local authority. One member of staff holds the Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's safety and welfare is compromised as policies and procedures are not robust and are not effectively implemented by staff. The provision welcomes all children but does not always effectively meet their individual needs, with particular reference to safeguarding and behaviour management. Self-evaluation does not correctly identify the provision's strengths and weaknesses or monitor staff practice. Therefore, areas for development are not prioritised in order to support continuous improvement. The provision works suitably in partnership with parents and carers and other agencies in order to support continuity of care for children.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that an effective safeguarding children policy and procedure is in place and implemented, including the procedure to be followed in the event of an allegation being made against a member of staff and 28/10/2011

- that all members of staff understand the safeguarding policy and procedure (Safeguarding and welfare)
- extend the risk assessment and take all reasonable steps to ensure that hazards to children, both indoors and outdoors, are kept to a minimum with particular reference to the stairs and corridor area leading to the outdoor play area (Premises, environment and equipment) 28/10/2011
- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 28/10/2011
- ensure that the behaviour management policy is adhered to by all staff (Behaviour management). 28/10/2011

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding are inadequate. The setting has a satisfactory safeguarding policy in place, however, staff understanding of the policy is weak. As a result, they do not implement effective procedures and the safety of children is compromised. On the whole, staff understand the symptoms of abuse. However, they have a poor understanding of the procedures to follow should there be an allegation made against a member of staff. This further impacts on the safety of children being compromised. Although, risk assessments are carried out on the majority of the indoor and outdoor learning environments, there is no risk assessment for the corridor area that children pass through to reach the outdoors. Children can free-flow between the indoors and outdoors independently. Consequently, children are exposed to risks posed by an electrical junction box, a flight of stairs and tables leaning against a wall that are not, therefore, subject to a risk assessment. These are breaches of welfare requirements. However, appropriate measures are taken to ensure the security of the building. Suitable fire equipment is in place and records are kept of evacuation drills that have taken place. There are suitable arrangements for first aid, recording accidents and medication and suitable nappy changing arrangements.

Staffing ratios are met and staff are suitably qualified. Staff appraisals are carried out and therefore, continued professional development opportunities for staff are identified. The manager does carry out a formal evaluation of the setting. However, it does not accurately identify the weaknesses of the provision, particularly with regards to safeguarding. This results in the staff not ensuring that the needs of all the children are met. Whilst all children are welcome in the setting, their welfare and learning are not always successfully supported. There is a named member of staff to coordinate behaviour management and a behaviour policy is in place. However, the policy is not effectively implemented by all staff. This is a breach of welfare requirements. Approaches are inconsistent and as a result, children are at risk of being knocked over by others and harmed. For example, staff do not remind children of the dangers of running through the hall. As a consequence, children do not consistently develop habits and behaviour

appropriate to good learners.

Parents are encouraged to share information about their child when they first attend and on an ongoing basis. Progress is shared with parents through regular update forms. Parents can contribute to these forms which are returned and added to the child's learning journey. Therefore, parents are well-informed about welfare, achievements and progress of their child, so they are able to continue their learning at home. Children benefit from parental involvement in their learning in the setting which ensures a continuity of care and development between home and setting. Views of parents are sought as part of the self-evaluation process. There are forms in the foyer for parents to add their comments and views. Daily exchanges of information take place between parents and children's keyworkers. Staff engage with children to find out their views on the setting and the activities. Consequently, children's contributions are acknowledged in the evaluation process. Children benefit because the setting liaises with external agencies or services should they require support in their learning and development. However, not all staff share information with other settings delivering the Early Years Foundation Stage to the children.

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

Children use a suitable range of resources and these are easily accessible. Most staff have a suitable understanding about how to support children's learning and so they make satisfactory progress. Staff engagement with children generally enhances their skills for the future through the asking of open questions and making suggestions as to how an activity may be extended further. They carry out observations to identify next steps in all areas of development.

Children enjoy being outdoors and are able to move freely between the indoor and outdoor learning environments. Outdoors, children climb in and out of playhouses and climbing frames and they push scooters and ride trikes, developing their gross motor skills. Children learn to share resources by using a large egg timer, waiting for their turn, thus, developing their understanding of the needs of others. Children enhance their creative skills by engaging in tactile activities. They manipulate dough and brush paint over their hands before smudging handprints onto paper. They squelch the paint in their fists and scrunch their faces as the paint slips through their fingers. Children sit together and recall a story about the life cycle of a caterpillar. Children's communication skills are enhanced as staff support children to learn new words, such as 'cocoon'. Children get excited as they remember the fruit the caterpillar ate and how it turns into a 'beautiful butterfly'.

Children access resources which support their development in information and communication technology. They programme electronic toys to move a selected number of spaces onto particular shapes. They work as a team and develop their problem solving abilities and skills for the future. Children enjoy filling flower pots with sand and burying leaves which promotes a discussion about seasons and why leaves fall from the trees. Children enhance their creative development as they role play. They jump in a pirate ship pretending it is a fire engine. They look at the map

and quickly spin the steering wheel, 'quick a fire', they shout. Problem solving skills are advanced as children concentrate as they build a tower of blocks. They take turns to add bricks and jump up and down in excitement when they realise a pattern is emerging and replace the top block to continue the pattern.

The learning environment is bright and cheerful with children's work displayed on the walls, giving children a sense of belonging and boosting their self-esteem.

Children are encouraged to contribute to the planning process by putting the activities they would like to play with onto a wall. These are then used during the following week as children choose activities. Children have suitable opportunities to understand about good hygiene, although, not all children engage in hygiene practices without the prompt of an adult. They have access to appropriate hand washing facilities. Children have access to fresh drinking water throughout the session in order to remain hydrated. Children are happy to make decisions and choices as to the activities they will access and are confident to communicate with their peers and adults. The inconsistent approach by staff regarding behaviour management results in children having little understanding about rules and boundaries. This impacts on their ability to stay safe within the provision.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
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	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	4
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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