

The Forest Chapel Playgroup

The Forest Chapel, Charnwood Drive, Leicester Forest East, Leicestershire, LE3 3HL

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| Inspection date | 24/04/2013 |
| Previous inspection date | 11/06/2010 |

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| The quality and standards of the early years provision | This inspection: | 3 |
| | Previous inspection: | 3 |
| How well the early years provision meets the needs of the range of children who attend | | 3 |
| The contribution of the early years provision to the well-being of children | | 3 |
| The effectiveness of the leadership and management of the early years provision | | 3 |

The quality and standards of the early years provision

This provision is satisfactory

- Staff work closely with parents and place a high priority on developing children's personal, social and emotional development. Consequently, children behave well, settle quickly and enjoy taking part in all activities.
- Children with special educational needs and/or disabilities have strong levels of support.
- Children are cared for in a nurturing and supportive environment. They form secure attachments with all staff.
- Children enjoy nutritious snacks and meals to promote their health and well-being.

It is not yet good because

- Arrangements for staff supervision, appraisals and coaching are not used to accurately prioritise improvements in staff knowledge and understanding of ongoing assessment. As a result, there is some inconsistency in practice across the playgroup and therefore some children are not challenged effectively, to make best progress.
- Self-evaluation lacks rigour and as a result, does not always help the playgroup to identify and address key weaknesses so that the provision for children improves.
- Children's progress is not consistently assessed across the seven areas of learning. This does not allow staff to precisely identify their achievements and to plan the next steps in their learning. As a result, some activities are not precisely matched to individual children's learning needs.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the playgroup in both indoor and outdoor spaces.
- The inspector spoke with the playgroup owners and staff at appropriate times throughout the day.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took account of the views of parents through discussion on the day.

Inspector

Jennifer Turner

Full Report

Information about the setting

The Forest Chapel Playgroup was registered in 1996. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a small chapel in Leicester Forest East, and is managed by a private individual. The playgroup serves the local area and is accessible to all children. It operates from two rooms and there is a fully enclosed area available for outdoor play. The playgroup employs six members of childcare staff, three of whom work part time. Of these, five hold appropriate early years qualifications at level 2 and 3, including the manager who holds Early Years Professional Status.

The playgroup opens Monday to Friday all year round from 7.30am until 6pm. Children attend for a variety of sessions. Wrap-around care is offered, before and after school and during school holidays. There are currently 46 children attending who are in the early years age group. The playgroup provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The playgroup is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure appropriate arrangements for staff supervision, appraisals and coaching and use these to accurately prioritise improvements in staff understanding of ongoing assessment and the monitoring of children's progress. Ensure consistency in practice across the playgroup, with particular regard to offering children challenge in their learning so that they make better than satisfactory progress
- consistently assess children's progress across the seven areas of learning in relation to their age and stage of development and plan the next steps of learning for each child. Use this information to shape learning experiences specifically for each child.

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

- develop self-evaluation to evaluate staff practice, identify and address key weaknesses, and take account of the views of children and parents.

Inspection judgements

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

Children enjoy their time at this small homely playgroup, because staff provide a welcoming environment where children settle well. Staff get to know the children's needs to help them to feel included and they are attentive to the needs of the children. They plan a range of interesting, varied, child-led and adult-initiated activities that engage and generally motivate children and cover the prime and specific areas of learning. Staff regularly observe and make some assessments of children's learning and share these with parents, which enables them to support their children's learning at home. Some staff link this information to children's developmental age bands using the guidance document, *Development Matters in the Early Years Foundation Stage*, to check that children are making sufficient progress. However, activities are not always tailored to meet children's individual next steps of learning. This means that they make satisfactory, rather than good, progress. Some staff's knowledge is less secure, which means the assessment of children's progress is not always effectively monitored. This leads to inconsistency in some aspects of teaching, resulting in some children not always receiving challenging learning experiences. For example, as children design bunting for St George's Day, staff cut out the bunting for children to decorate, but do not encourage older children to cut out their own shapes. This does not provide sufficient challenge for children so that they can practise and consolidate their skills.

Staff value the importance of involving parents within the playgroup to support children's learning. On entry, parents contribute to gathering information about children's interests and are kept well informed about children's achievements and development through constant feedback. Staff are aware that some children with special educational needs and/or disabilities find it difficult to communicate and therefore, provide them with extra tailored support. They use picture cards depicting the routines of the day and Makaton signing to communicate with children. This also supports children well for whom English is an additional language. In addition, parents supply key words and phrases in children's home language. Staff carry out a progress check at age two years, in order to recognise and act upon their responsibility in seeking early intervention for children who need additional support. They work closely with various agencies and parents to ensure children have the support they need. Parents value this and comment on how supportive staff are.

Children enjoy the opportunity they have for free play throughout the session, as they explore the indoor and outdoor play areas. Children have opportunities to develop their imagination. They dress-up, play in the home corner and model with the play dough, pretending to make food. Children have obvious friendships with each other and enjoy playing super heroes together. They develop listening skills through story sessions and group activities. They enjoy acting out popular stories and using props created by staff to bring the story alive. Children are imaginative as they recall a favourite story about three goats and a troll; they use the indoor climbing frame to re-enact the goats climbing over the bridge and the troll jumping out to eat them. Children access the outdoor area throughout the session and they run, throw hoops and play with wheeled toys and balls. This helps to develop their physical skills. Children are sufficiently prepared for their

transitions to school as staff encourage them to make choices, build relationships and develop good self-care skills as they use the bathroom independently, and serve their own snack and drinks.

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

A well-established key person system helps children to form positive relationships and close bonds with the staff who know them and their families well. Staff place a firm emphasis on developing children's personal, social and emotional skills. They praise and encourage children for their efforts with stickers. They give additional support to the younger children when they become unsettled with cuddles and reassurance. Children show growing confidence and independence when they arrive at the playgroup. They find their name card together with their parent or carer, hang up their coats and then complete the self-registration process. Strong links have been forged with local schools and other professionals involved in children's care and education. Staff work closely with local schools and invite teachers to meet children in the playgroup and to share their transition reports to help children when they make the move to full time education.

Children learn about the importance of physical exercise through daily outdoor play. The outdoor area offers children opportunities to run and use their energy. For example, they play with a selection of wheeled toys, water, and enjoy group games, such as 'Duck, duck, goose', which promote their physical skills moderately well. Meals offered are freshly cooked on the premises, varied and nutritious; children sit together to eat and share foods, such as crackers and a selection of fruits at snack time, and serve themselves. They know that if they eat vegetables it will make them big and strong. Cookery activities are planned and provided on a weekly basis, and these promote children's awareness of healthy eating in a fun manner.

Children are gaining an appropriate understanding of risk, as they manoeuvre themselves safely around obstacles in the garden and when using the indoor climbing frame. Staff remind them why they must hold on and not play with toys while on the climbing frame. In addition, on a visit to a building site children wore their hard hats and high visibility jackets, and staff pointed out hazards. As a result, children gain a sound understanding of how to keep themselves safe.

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

The manager and staff demonstrate a sound understanding of the safeguarding procedures to follow should concerns arise. Recruitment and vetting procedures are in place to ensure that staff are suitable to work with children. Staff give satisfactory priority to children's safety. They undertake daily visual checks of the premises and equipment. For example, the indoor climbing frame has a soft mat underneath it and staff are vigilant and supervise children when using this piece of equipment.

The manager has a generally sound understanding of her role and responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage.

She holds Early Years Professional Status and is included in the adult to child ratio. This restricts the time she is able to utilise her skills and fully review and monitor the playgroup. She has attended training about ongoing assessment of children in the Early Years Foundation Stage and has cascaded this to the team. However, she recognises that some of the team are less secure in their knowledge than others. She plans to address this through introducing regular observations of staff practice, in order to improve children's learning and development.

All staff hold suitable qualifications and experience in early years. However, the quality of ongoing assessment is variable between the staff members and systems of staff supervision, monitoring and continuous professional development are not always sufficiently targeted to focus on weaker areas of practice, such as ongoing assessment. As a result, not all children receive a consistent learning experience precisely matched to their needs, and therefore overall, make satisfactory rather than good progress towards the early learning goals.

Effective partnerships are formed with parents and other professionals so that children with identified needs receive the support they need. Staff form positive relationships with parents and keep parents informed about their children's learning through daily verbal feedback and access to children's learning journals. Parents report that they are happy with the progress their children are making at the playgroup and the support of staff. Information sharing is effective between all agencies and this eases the children's transitions to other settings or to school.

Since the last inspection, the pre-school has responded to some weaknesses raised. Staff have developed their understanding of the requirements of the Early Years Foundation Stage and this has led to some improved teaching methods. However, self-evaluation lacks rigour in its ability to consistently highlight the setting's strengths and the areas for development, effectively evaluate staff's practice or take account of parents' and children's views. This does not fully support the staff team's ability to put well-targeted strategies in place to further improve the service offered to the children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| 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 inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | The provision has no children on roll. 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

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| Unique reference number | 226487 |
| Local authority | Leicestershire |
| Inspection number | 909080 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 23 |
| Number of children on roll | 46 |
| Name of provider | Ruth Lynam |
| Date of previous inspection | 11/06/2010 |
| Telephone number | 07882 883 935 |

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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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