

S S Henry & Elizabeth Playgroup

The Catholic Church Hall, The Broadway, Sheerness, Kent, ME12 1TS

Inspection date

Previous inspection date

16/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children are independent learners with strong self-help skills because staff support them to do things for themselves.
- Staff know the children they are caring for very well. They interact positively with them, extending their learning as they play.
- Parents and carers are welcomed warmly into the setting and are involved in their children's learning and development. This results in good continuity of care for all.
- Staff work hard to provide a setting that is evolving to improve outcomes for children.

It is not yet outstanding because

- Staff do not display children's work around them, to further develop their pride in the achievements.
- Staff do not take all opportunities to develop children's awareness of the wider world, or to supplement outside play, through visits to the wider community.

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.

Inspection activities

- The inspector observed activities indoors and in the outside play area.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and evaluations.

Inspector

Karen Scott

Full Report

Information about the setting

The SS Henry and Elizabeth Playgroup opened in 1995, and re-registered in 2013 due to a change in ownership. It operates from one room in a church hall and children have access to a small outdoor area. The playgroup is situated in the town of Sheerness. The playgroup is open each weekday from 9am to 3pm apart from Tuesdays which are from 9am to 12pm, term time only.

The playgroup is registered on the Early Years Register. There are currently 23 children aged from two to under five years on roll. The playgroup currently supports a number of children with special educational needs and/or disabilities.

There are three members of staff, all of whom hold appropriate early years qualifications to at least National Vocational level 2. The playgroup provides funded early education for two, three and four-year-olds.

What the setting needs to do to improve further

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

- enhance opportunities for children to explore their local area, and to take part in more large scale physical activities outdoors

- develop further the environment by displaying children's work for them to see, to enable children to take more pride in their achievements.

Inspection judgements

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

Children are independent learners, making choices about what they play with from toys and resources that promote learning in all areas. This promotes their all round development across the areas of learning. Children have formed strong friendships. They seek out others to play with, sharing and taking turns happily. As a result, they are settled and secure and eager to learn. Children are polite to each other and staff, saying 'please' and 'thank you,' and show concern for their friends when they fall over, for example. They are proud of their achievements, celebrating with friends, and take home artwork to share with their families. However, staff do not display artwork for children to see around them for longer periods of time, to further develop children's pride in the achievements.

Staff know children very well and engage in conversations with them about things of importance which encourages children's conversation skills. The environment is rich in discussion and staff are skilled at introducing new and descriptive words to children as they play. Children know that what they are saying is valued as staff listen intently and show interest in what they are talking about. As a result, children make strong progress in their communication and language skills. The book area is comfortable and children enjoy sharing favourite stories with adults. They interact well with books and know how they are organised, for example, turning the pages in the right order. This supports their ongoing literacy skills. There are many opportunities for children to recognise their names throughout the day. Mathematical concepts are explored by children as they play and numbers are displayed around the setting. For example, children make patterns with dinosaurs and cars, use colourful boxes to make other shapes, identifying what they see, and measure ingredients out when making dough. Consequently children show good mathematical understanding. Staff are very good at supporting children to undertake mathematical tasks and to think through what they are doing. As a result, children have strong problem solving skills to support them as they move on in their learning.

Overall, children have good opportunities to develop their physical skills. Children explore the outdoor climbing frame skilfully, taking sensible risks as they do so. However, the outdoor space is small, and the climbing frame dominates this, which means that opportunities for further physical play outdoors are not always fully promoted. Staff do not take all possible opportunities to supplement outdoor physical play, for example, through trips to play areas in the local community. However, opportunities for children to develop their small muscles are very well organised. A range of tools are easily accessible and children use them competently to create the desired effect when drawing, painting, cutting and pretending to write. Staff are always close by to help children develop their skills and encourage children to use rulers, for example, to draw lines and shapes. Occasional visits to the beach and places of interest in the local community build on children's understanding of the world, though staff do not use these as widely as possible. Children enjoy imaginative play, dressing up and taking on roles. They participate fully in playing at shops and do so cooperatively, enjoying activities that offer a wealth of learning. Children show an interest in the computers, exploring how to manage programmes, developing their understanding of technology. Art and craft resources are easily accessible and children help themselves to a vast range of resources developing individual and unique works of art.

Each child has a developmental folder where photographic and written observations are placed. Children's learning is assessed securely and staff have weekly meetings where they make plans to support individual and group learning. Staff know the children that they are caring for very well and planning shows a strong emphasis on active learning, playing and exploring. Staff are very skilled at supporting children to be independent and creative thinkers. For example, a planned activity to make play dough is led by the children who think through what they are doing and make plans to extend on their learning by adding glitter and sand to the dough. Parents and carers are fully involved in their children's learning journeys. They take their children's developmental folders home regularly to ensure that all family members can share in their achievements. Parents and carers add to their children's developmental folders and share achievements with staff when they bring children to sessions. When children require further support the setting

works very closely with parents and other professionals to ensure that children receive the extra input that they require. The setting values the importance of working closely with parents and others, fully supporting children's development. As a result, children make good progress across the areas of learning.

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

Children feel safe and secure at the playgroup. They have formed strong relationships with their key persons who they willingly turn to for support when required. Children settle very well due to the kindness and compassion staff show them. Adults know what children enjoy playing with and ensure that they offer resources that children will gravitate towards as they settle. Excellent strategies help children to manage their own behaviour and to play safely. For example, when children run indoors they are shown pictures of children walking and become involved in discussions about how to play safely.

Children have a high regard for their own welfare needs. They are independent users of the bathroom and know why and when they need to wash their hands, doing so without prompting. Tissues are easily accessible and children blow their noses, put the tissues in the bin and wash their hands afterwards without prompting. Drinks are always available and children help themselves, understanding that after exercise they may be thirsty. Children eat at the snack bar when they are ready, telling adults whether they are hungry or not, and choose from nutritious snacks, pouring their own drinks of water or milk. Parents and carers are given guidance as to what constitutes a nutritious packed lunch and children show good knowledge of healthy eating, making informed choices. Children make choices as to whether they play in or outdoors. They put their own coats on and discuss the weather when outside, coming indoors when they feel cool and taking charge of their own well-being.

Children and their families are greeted warmly as they arrive. Toys and resources are arranged to enable choice and for children to experience a range of learning in all areas of development. Children particularly enjoy participating in a range of art and craft activities and are proud of what they create, saying that they will take home and share them with their families. However, staff do not develop all opportunities for children to share their creations with the rest of the playgroup as artwork is not displayed. Staff do display posters, for example to help children develop their mathematical understanding. Children are very well prepared for the next steps in their learning. They play in an environment that places a strong emphasis on children developing good self-help and independence skills. Children are creative, think critically and play cooperatively.

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

Children play in a safe and secure environment. Staff undertake thorough and robust assessments to ensure that the setting is safe and potential risks are acted on. For example, as the floor is slippery children's footwear is changed to minimise the risk of

falling over. Staff participate in first aid and safeguarding training and show good awareness of the possible signs of child abuse and the procedures to follow should they have any concerns about a child in their care. Policies and procedures give a detailed picture of the playgroup and are shared with parent and carers, ensuring that they are fully aware of the playgroup's procedures.

The playgroup is committed to providing a setting that evolves to improve outcomes for children and their families. They work very closely with advisors who have supported them to make positive changes to the environment and children's experiences. A developmental folder is used by all staff to make plans for improvement that will benefit all children. Changes are monitored to ensure that they are beneficial and improving outcomes. Consequently, outcomes for children are continuously improving and they benefit from attending a setting that is evolving. The views of parents and carers are valued and they are encouraged to fill in questionnaires, add to suggestions and to share concerns verbally. Monitoring and appraisals help staff to assess their practice and to improve it. Staff are very keen to participate in training that will develop their knowledge and understanding.

Activities are reviewed to assess whether the planned outcomes were achieved and how they can be improved and added to in order to build on children's learning. Children are involved in the evaluation process. At the end of each session they come together as a group and talk about what they have been playing with. Children are enthusiastic participators in this discussion. They review activities and make suggestions as to how they can be improved and how they can extend on their own learning. Partnerships with parents and carers are strong as the setting values working closely with them. They are welcomed warmly to the setting and key persons work closely with them to support them and their children. Parents and carers report that they are very happy with the care that their children receive and that they are very well informed about their children's learning journeys.

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

Unique reference number	EY460253
Local authority	Kent
Inspection number	909655
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	26
Number of children on roll	23
Name of provider	Kim Teresa Neal
Date of previous inspection	not applicable
Telephone number	07931 651088

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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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