

St. Peter's Under 5s

Inspection report for early years provision

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Inspector

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Setting address

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

St Peter's Under 5s has been open since 1985 and is located within the grounds of St Peter's Catholic Primary School close to Gloucester city centre and serves the local community. Children and staff use a large portacabin with two playrooms, a kitchen area, cloakroom and toilets. There is easy access to a safe outdoor play area. The playgroup is managed by a voluntary committee who employ seven members of staff to work with the children. All the staff hold relevant childcare qualifications.

The playgroup is registered on the Early Years Register. It provides funded early years education for 86 three-and-four-year-olds. Sessions run from 8.45am until 11.45am every weekday morning during term time. Afternoon sessions are from 12.30pm to 3.30pm on Monday, Tuesday, Thursday and Friday afternoons during term time. A mother and toddler group runs from 1.30pm to 3.30pm every Wednesday. A maximum of 24 children may attend the playgroup at any one time. There are currently 86 children on roll, all in part-time places. The playgroup is very popular and has a long waiting list.

The setting supports a small number of children with special educational needs and/or disabilities and there is disabled access for both adults and children to the setting. The playgroup also supports children who speak English as an additional language.

The setting has good links with the nearby Catholic church and the adjacent primary school and other local playgroups. Older children join the Reception classes in the primary school for story sessions every Friday afternoon.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

St Peter's Under 5s is a good early years provision. The staff have a good understanding of how young children learn and provide exciting and stimulating activities to ensure that learning is interesting and fun. The playgroup is an inclusive setting and provides well for the needs of all children, including those with special educational needs and/or disabilities. The senior play leader and staff care for the children well and place a strong emphasis on their safety and welfare. Considerable improvements have been made since the last inspection and staff demonstrate a good capacity and determination to improve the provision even further.

What steps need to be taken to improve provision further?

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

- develop further the support for children speaking English as an additional language, for example by using the effective practice examples in the

Department for Children, Schools and Families guidance 'Supporting children learning English as an additional language'.

- improve the good outdoor provision even further so that children have more chances to grow fruit and vegetables and explore and investigate.

The effectiveness of leadership and management of the early years provision

Children are happy, settled and well protected with effective safeguarding policies in place. All paperwork is detailed and of a high standard. Rigorous recruitment and vetting procedures are in place and staff clearly enjoy their jobs because they work in a happy environment where everyone is valued. The senior play leader and her staff have implemented good ways to monitor and evaluate the provision, and to ensure that good improvements are made where necessary. For instance, considerable improvements have been made to the outdoor area and children use this at all times and in all weathers. However, there is no area set aside for the children to grow fruit and vegetables or to explore and investigate.

The leader is very committed to improving her knowledge and that of her staff to ensure best early years practice. She includes her staff in all decisions so that they feel involved and included in successfully evaluating all aspects of the setting. Good partnerships with parents, the nearby primary school and others involved with the children's well being are beneficial in helping to meet the children's various needs. A valuable joint project with the primary school has been established to correctly improve further the provision for children speaking English as an additional language. For instance, although parents have translated some stories into Portuguese or Polish there are few signs in dual languages for parents and children. Nevertheless, it is very evident that the staff are dedicated and determined to ensure that all children have equal opportunities to succeed and make good progress.

Parents are kept well informed by way of a well-displayed notice board, questionnaires, opportunities to work at the playgroup, as well as daily exchanges of important information. The children's current topic, Travel and different forms of transport, is displayed for parents and carers as they arrive. Pick up procedures are robust and ensure the children are safely handed over at the end of each session. Parents and carers speak highly of the playgroup and enjoy helping on a voluntary basis. They say their children are in very safe hands and love the warm family atmosphere. One parent said, 'My child loves coming here. He asks every day if it is a playgroup day and wants to go at weekends as well!'

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

All children enjoy learning through play in this good provision. The bright, cheerful play rooms are attractively set out to delight the children as they enter each morning and afternoon and they settle quickly and calmly into a familiar routine. They choose from the number of carefully planned and well-prepared activities

that cover all the areas of the early years curriculum. For example, they enjoy playing in the travel agents, dressing up in various holiday clothes and playing with sparkly yellow play dough. They select their photographs to self-register and happily sit in a circle to answer their names when the staff call the register. Children love getting 'WOW' stickers from the staff after they have done something really good at home. For instance, sending their potty to the potty fairy and managing to use the grown up toilet and for going straight to bed without fussing. Children select their own resources and they play happily together. They learn to share and take turns. Messy play, such as sand, water and painting are always available. Displays are bright and the children's work is valued and carefully displayed to build self-esteem and confidence. Examples of children's mark making and words all add to the colourful and informative displays. Children make good progress and are encouraged to become independent learners and to contribute to the playgroup. For example, they pour their own drinks and are gently encouraged to help the adults at tidy up time. Children learn to care about others, just recently they came in their pyjamas to raise money for children in Haiti.

The children are cared for in a clean and welcoming environment in which risk is minimised and children learn to care for themselves. Children play in safety because staff carry out daily risk assessments and have a very clear understanding of child protection and safeguarding matters. All statutory policies are implemented effectively.

Good relationships give children confidence to learn and explore and their behaviour is very good. They learn about the importance of personal hygiene through the effective daily routines in place. They are taught about healthy eating and know that they wash their hands before having their snack and after using the toilet. They happily sing their hand washing song, 'Rub a dub, time to scrub and send the germs down the plug!' Their good health is further maintained through good procedures to prevent cross infection. All these activities contribute well towards children gaining useful skills for their future lives and learning.

Staff provide good role models, speaking clearly and helping widen children's vocabularies well. They listen carefully to children, value their opinions and ask relevant questions to take learning forward. Staff are enthusiastic play partners, which considerably enhances children's enjoyment, learning and language development. Planning and assessment are good and support all areas of learning. The staff team have weekly allocated sessions to assess children's progress to inform them of the children's next steps in learning. Staff are currently implementing children's 'learning journals,' to share with parents, as a working document to target and record areas of learning.

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

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

The quality of the provision in the Early Years Foundation Stage

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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	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met