

# St Giles Playgroup

North Leatherhead Community Association, Kingston Road, Leatherhead, Surrey, KT22 7PX

## Inspection date

Previous inspection date

03/12/2012

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 keen to learn in this stimulating environment and as a result, they make good progress towards the early learning goals.
- Effective partnership working with parents and other providers is a key strength of the playgroup and, as a result, the needs of the children attending are very well met.
- Staff are secure in their knowledge of safeguarding children and know what to do and who they should report their concerns to.
- The teaching staff are effectively deployed at each session which helps children to feel safe and secure. Caring staff know that children need time to adjust, explore and investigate the environment as well as learning about the routines of the playgroup.

### It is not yet outstanding because

- Books and toys which promote children's understanding about other people are included in the wealth of resources available to children. However, there are no signs or labels in the home languages spoken by the children who attend.
- The outside area is well resourced. However, children have limited opportunities for using their mathematical skills, such as matching number labels to resources.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed children at play indoors and in the secure outdoor area.
- The inspector carried out a joint observation with the manager.
- Conversations took place with teaching staff and children at appropriate times.
- The inspector looked at children's learning journals, planning, observation and assessment records, a sample of policies and procedures, evidence of suitability of staff working at the playgroup and a range of supporting documentation.

## Inspector

Hazel Farrant

## Full Report

### Information about the setting

St Giles Playgroup first opened in 1992 and re-registered in its current setting in 2012. The group is committee run and operates from North Leatherhead Community Association Hall. Children have access to the hall and a secure outdoor play area. The playgroup is situated in a residential area of Leatherhead, Surrey. It is open Monday and Thursday between 9am and 3.30pm and Tuesday, Wednesday and Friday between 9am and 12 noon, term time only. Children attend a variety of sessions.

The playgroup is registered on the Early Years Register. There are currently 35 children on

roll. The playgroup is in receipt of funding for free early education for three and four-year-olds' and supports children with special educational needs and those who speak English as an additional language. Eight staff are employed to work with the children. Of these, six staff hold relevant qualifications. The manager has a degree in early years, four members of staff hold a qualification at level 3 and one at level 2.

### **What the setting needs to do to improve further**

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

- strengthen the educational programme for mathematics in the outdoor area by providing number labels to promote children's matching skills.
- enhance communication by developing the use of home languages within the setting by displaying words from different home languages.

### **Inspection judgements**

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

The programme for education effectively covers the seven areas of learning. Children are keen to learn in this stimulating learning environment and, as a result, they make good progress towards the early learning goals. Children positively engage in activities which are interesting, varied and tailored around their current interests. They enjoy the free-flow environment which supports their preferred way of learning indoors or in the outside play area. This helps children to learn through taking part in a wide range of different experiences. Teaching techniques are strong and adults provide children with a well-balanced range of learning opportunities, including those led by an adult. There are plenty of opportunities for child-initiated play and times when individual children benefit from one-to-one learning support. Children truly benefit from the positive interaction they receive from the teaching staff. For example, children receive lots of praise and encouragement for their achievements. This boosts their self-esteem and successfully promotes a 'can do' ethos throughout the setting. In addition to this, the teaching staff encourage children in lots of ways to promote their communication and language skills. For example, staff give children time to think about what they want to say and do not rush them for answers. These strategies effectively promote children's engagement with talking and interacting in small groups and large group activities.

Caring staff know that children need time to adjust, explore and investigate the environment, as well as learning about the routines of the playgroup. Staff observe and

monitor each child closely and there are clear records of each individual child's progression. The teaching staff use tracking sheets to access how well children are progressing, as well as identifying any areas where progress is less than expected. They intend to amalgamate all of this information together. This will help the teaching staff to easily see if additional help is required for particular children to help them progress and narrow the gap. Parents are closely involved with their child's learning and help to set future targeted steps for their own child. They report that they are given lots of information on how to extend their child's enjoyment of learning at home.

Children are actively involved in making small gifts to take home for their families to enjoy and to celebrate the festive season. They decorate calendars with their chosen resources, such as paint and glitter. Some children choose to use finger prints whilst others paint their whole hand to print onto the card. Children particularly enjoy playing with small world resources, such as the wooden castle and dinosaurs. They listen attentively to a story about ten dinosaurs and use skills of adding and subtracting as the story progresses. They also learn about position and size. They giggle when they realise that some of the words in the story rhyme with one another. They understand that when it is cold or wet outside they need to put on their coats, most children are able to do this on their own showing good skills of independence. The outside area is well resourced. However, children have limited opportunities to use their mathematical skills in this area, such as by matching number labels to resources.

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

Children are happy and confident and have formed strong and secure bonds with their key person and other adults who work at the setting. The teaching staff are effectively deployed at each session which helps children to feel safe and secure. For example, close supervision during times when children are entering or leaving the playgroup helps to promote children's safety. Staff complete daily checks of the environment and resources to further promote children's safety and wellbeing. Staff are secure in their knowledge of safeguarding children and know what to do and who they should report their concerns to. The staff work very hard at transforming the hall each day into a warm and welcoming learning environment. Children's artwork adorns the walls of the hall, which gives children a great sense of pride and belonging. Toys and resources promote all of the seven areas of learning. They have plenty of good quality resources that are displayed to entice children to use them. Toys also include resources which promote children's understanding about other people and there are some dual language books available. However, there are no signs or labels in the home languages spoken by the children who attend.

Children choose when they want to have their snack and drink, this means that children's individual needs are met well. They instinctively know that they must wash their hands before handling food and eagerly help themselves to fresh fruit, breadsticks and cheese. Water is always available for them to pour out their own drinks when they feel hot or thirsty. Each session, children take part in a physical activity that involves playing out in the fresh air. They are able to run, jump, climb and balance and enjoy using the many sit and ride toys available. Children's behaviour is very good and they know the rules of the

playgroup. For example, children remind one another that they have to wait for the egg timer to finish before it is the next child's turn on the computer. Children learn how to keep themselves safe through gentle reminders from staff and by practicing the fire evacuation procedure. Throughout the year events that take place, either routine or special events, are used to help children develop a broader understanding of the world in which they live. All of these experiences help children well for their transition into other settings or full-time education. Staff have worked very hard at preparing the children with the recent change of venue. As a result children are happy and confident in their new surroundings.

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

The management team sets high aspirations for quality and ongoing improvement. For example, areas for improvement since the group have relocated are well targeted to bring about changes which benefit children the most. There is now a secure outside area and the play surface has been replaced to make it useable all year round. The management team have good ideas for the future and are able to highlight priorities for the future. They reflect on their own practice and regularly seek the opinions and views of children and parents. The management team have a secure understanding of their responsibilities in regard to the welfare, learning and development requirements. Adults provide each other with good support and roles and responsibilities are further enhanced by access to training and management supervision. The team has attended training for the revised Early Years Foundation Stage and have appropriate documentation in place. Staff performance is monitored effectively through appraisals, observation and conversation. There is a clear method of tracking children's progress and staff fully understand the importance of sharing the two year progress check with parents. For example, individual consultations are set up to fully engage parents in their child's progress.

Effective partnership working with parents and other providers is a key strength of the playgroup and, as a result, the needs of the children attending are very well met. For example, local teachers are encouraged to meet the children before they attend school so they can be aware of the skills and capabilities of the children they will teach. The playgroup finds ways to help parents, such as extending opening hours if necessary and enabling children to stay for lunch in preparation for school. Parents report that they are very happy with the care and education their children received. They feel that their children are happy and settled following the group's recent move to a new venue. They also report their appreciation of the playgroup in helping them gain any additional help and support their child needs from other professionals.

**What inspection judgements mean**

**Registered early years provision**

Grade	Judgement	Description
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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. 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

<b>Unique reference number</b>	EY447774
<b>Local authority</b>	Surrey
<b>Inspection number</b>	803311
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	30

<b>Number of children on roll</b>	35
<b>Name of provider</b>	St Giles Playgroup
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07854825937

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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 that are usually their 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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