



## Leeman Road Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	EY318188
<b>Inspection date</b>	05 April 2006
<b>Inspector</b>	Duncan Gill
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<b>Registered person</b>	Leeman Road Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Leeman Road Playgroup operates from Saint Barnabas Church of England Primary School in York, where the group shares an area with the reception class. This comprises an open plan room that can be divided by the use of partitions to provide two separate areas or can be opened up so that the playgroup children can join the reception class for activities. The playgroup area has its own entrance, toilet, kitchen facilities and office. There is an enclosed outdoor area with safety surface and the

group has access to the school field and wildlife area.

The group is registered for a maximum of 26 children and there are currently 27 children on roll, including 16 3-year olds and 5 4-year olds in receipt of funding for nursery education. The group supports children who speak English as an additional language and children with special needs. It is open Monday to Friday from 08.45 to 11.30 during term time only.

Three members of staff work directly with the children. Two staff have recognised early years qualifications and one member of staff is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn effectively about healthy practices through well planned daily routines, activities and discussions with staff. They wash their hands independently after messy play, toileting and before snacks, which helps them effectively understand the need to practice good routines of personal hygiene. Children are kept safe from the spread of infection as staff fully implement effective policies and consistently practice effective routines of hygiene, for example cleaning tables before and after snacks.

Children are offered a healthy and nutritious snack during each session, including fruit. All children's individual dietary requirements are well met and children begin to understand the importance of healthy eating through activities and discussions with staff. A detailed food hygiene policy is implemented to ensure food is stored and prepared safely to help children stay healthy.

The session is well organised each day to ensure that there are regular opportunities for children's physical development, both inside and outside. Children move around the setting confidently and with control. They develop a good awareness of space and they competently use a wide range equipment, for example pencils, scissors, paint brushes and bikes. Larger equipment is not used regularly and this limits children's opportunities to develop their climbing skills.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a very clean, welcoming environment, which has good evidence of their play and activity. Space is appropriately organised into different areas of play, although there is basic provision for children to relax or play quietly. Children move around freely and safely, independently accessing toys and resources from trays and boxes at their height. All ages of children enjoy playing with a good range of well maintained toys and play equipment, which interest the children and provide good challenges for them. Equipment includes dressing up, books, role play, bikes, construction, arts and crafts.

Children are kept safe as there are a range of safety measures in place. These include socket covers, a fully secure outdoor play area and effective monitoring of access to the provision. However, there is no fire blanket in the kitchen. Children build a good awareness of safety through practicing emergency evacuations, activities and discussions with staff.

Children are suitably protected from possible abuse or neglect. Staff are have an adequate awareness of the signs and symptoms of abuse and they have a sound understanding of the procedure to follow with any concerns.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children's independence is well promoted through a variety of opportunities. They move around freely, accessing toys and activities, and learn to be independent with their own hygiene. Children toilet themselves and freely move between indoor and outdoor play. Children are fully involved in a wide range of enjoyable activities, which develop their mathematical thinking, imagination, language and creative development. For example sand, role play, construction, singing, stories, arts and crafts.

They are very happy, settle well each day and confidently move around the setting. Children develop strong relationships with staff. They are keen to communicate with staff, enthusiastically showing them things they have done and talking to them about their experiences. Children benefit from staff who are very interested in them and give lots of praise and encouragement to help build their self-esteem. Children play well together, they build friendships with other children, involve them in their play and are keen to share their experiences.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff use their sound knowledge of the Foundation Stage to help children develop well in most areas, but miss opportunities for children to develop some of their skills. Plans are suitably linked to early learning goals and regular meetings are held to discuss topics and activities. Adequate observations are carried out by staff and assessment records updated, but these do not show how staff plan for children's next steps in learning. The environment is appropriately organised and activities attractively set out for children. Children's interest in learning is stimulated by a good range of resources, which are used to provide effective challenges for them. Staff are enthusiastic, they motivate children and use open questions to effectively promote children's thinking.

Children are beginning to show an interest in numbers. They can count reliably to three and beyond, but have little opportunity to practice their calculating skills. They use size language correctly in their play and confidently recognise simple shapes in every day objects. Children explore a wide range of different materials, including sand, water and dough. They develop a good imagination, actively taking part in a variety of role play opportunities and they confidently sing familiar songs. Children show a keen interest in the world they live in and begin to comment and ask

questions about the outside world. They confidently recall past experiences and talk about people familiar to them. Children competently join construction materials together for a variety of purposes, however, they have little opportunity to develop an interest in information and communication technology.

Children have a strong exploratory impulse. They are excited, motivated to learn and enjoy the activities on offer. They separate confidently from parents at the beginning of each session and are keen to seek others to share their experiences. They begin to show concern for others and begin to use their initiative, managing developmentally appropriate tasks, such as toileting and washing their hands. Children communicate confidently and clearly with staff, talking to them about their home life and things they have done. They enjoy books, accessing them independently and listening attentively to stories in small and large groups. Children handle books carefully and begin to understand that print carries meaning. They recognise familiar words, finding their name cards in the morning and more able children begin to correctly form recognisable letters, writing their own names on the back of pictures.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are highly valued as individuals. They are treated with equal concern and staff use detailed registration forms and talks to gain all the information needed to effectively meet each child's needs. Children develop respect for people's similarities and differences through many opportunities to learn about the wider world and community. They celebrate different cultures, festivals, try food from other countries and have visitors to the setting. Children also have access to a suitable range of resources to promote equality of opportunity. Effective arrangements are in place to care for children with special needs. Some staff have attended training and all children are welcome at the setting, regardless of ability. Children's spiritual, moral, social and cultural development is fostered.

Children behave generally well. They take turns and learn to share toys with adult support and begin to show consideration for the needs of others. Staff use age appropriate methods to manage children's behaviour, although children do not always respond to boundaries set by staff. Children are given age appropriate explanations to help them understand the consequences of their actions. They receive lots of praise and encouragement from staff to reinforce positive behaviour.

Partnership with parents and carers is satisfactory. Parents are given good information about the setting through newsletters, notice boards, a welcome pack and discussions with staff. They have suitable opportunities to give their opinion and children benefit as parents and staff build warm relationships. Parents have satisfactory opportunities to be involved in their children's learning but have little opportunity to discuss their child's education and development. They get newsletters informing them of topics at the setting and are invited in as visitors to discuss their role in the community or differing cultures. However, they are given few ideas to extend their child's learning at home or opportunities to share their knowledge of their

child's development.

## **Organisation**

The organisation is satisfactory.

Children have the space to play and move around freely and safely in an appropriately organised room. They are given effective support and encouragement from staff, who are well deployed to help children feel secure and confident. Children are kept safe and healthy as staff have satisfactory opportunities to attend and update training, including first aid. There are effective procedures in place to ensure members of staff are suitable to work with children. Effective induction helps new staff understand their roles and responsibilities in the children's development. Staff are aware of and implement appropriate policies, which have a positive impact on the children.

The leadership and management of nursery education is satisfactory. Staff ensure children's achievement and learning is ongoing. Most staff have built appropriate knowledge of the curriculum through attending Foundation Stage training and they have suitable opportunities to build on their knowledge and skills. They are involved in suitable planning of the Foundation Stage to help children develop well in most areas. Assessment records are updated to monitor children's learning and development, although these do not show how staff plan for children's individual next steps in learning. Overall, the needs of the children who attend are met.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop staff knowledge and understanding of child protection
- provide a fire blanket in the kitchen
- develop an area for children to relax or play quietly, which is equipped with appropriate furnishings.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- increase opportunities for children to develop their ICT, calculation and climbing skills
- develop assessment records to clearly show children's achievement in all areas of the Foundation Stage and planning for their individual next steps in learning
- increase opportunities for parents to discuss their child's development and be involved in their child's learning.

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