



## **Bolton Children's Opportunity Group Playgroup**

Inspection report for early years provision

**Unique Reference Number** 315940

**Inspection date** 29 June 2006

**Inspector** Christine Fraser Turner

**Setting Address** Lowndes Street Nursery, Lowndes Street, Heaton, Bolton, BL1 4QB

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**Registered person** Childrens Opportunity Group

**Type of inspection** Integrated

**Type of care** Full day 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*

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## 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Bolton's Children's Opportunity Group is situated in a single storey purpose built post war building in the Heaton area of Bolton. It is a voluntary organisation run by parents which was founded in 1979. The group was registered in 1992. There are five rooms available for childcare, one being a multi-sensory light stimulation room, adequate toilet and washroom facilities are also available. Outdoor play is accessed through each room into a fully enclosed fenced area. Disabled access is provided at all

entrances and a car park is available at the side of the building. The club provides a mini-bus service to help transport parents and children to the group and transport from the education department is also used.

The group is registered for 30 children for full day care with children attending for a variety of sessions. Children come from a wide catchment area.

The group provides play sessions for children aged two and a half years to under five years Monday to Friday from 9.15 until 11.45. A small number of children who have autistic spectrum disorders attend the Blue Room Monday to Friday for a structured programme of activities 09.00 until 14.00. Tweenie and baby sessions are offered Monday, Wednesday and Thursday afternoons between 13.30 until 15.00. All sessions are provided term-time only.

There are currently 72 children from birth to under five years on roll. Of these, 23 children receive funding for early education. The group supports a number of children with learning difficulties and disabilities. The setting supports a number of children who have English as an additional language.

The group has links with an early years teacher and special educational needs development officer.

The group employ 12 staff. There are eight staff, including the manger, who hold appropriate early years qualifications. There is one member of staff who is working towards an appropriate early years qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children stay healthy because staff follow good health and hygiene procedures. Parents are kept well informed about not sending their child to the group when they are ill. Staff take appropriate action when a child becomes ill whilst in their care. Children follow effective hand washing procedures. This is reinforced through the singing of a song whilst washing their hands and by bright posters. Older children understand the reason why they wash their hands 'to get rid of germs.'

Children are well nourished through the provision of healthy snacks. For example, they enjoy brown crisp bread and choose from a good selection of fresh fruit. Children drink milk with their snack but have access to drinking water during the session. Individual dietary needs are met well because key workers gather relevant information from parents and carers before children join the group.

Children are able to rest and sleep according to their needs by relaxing on soft cushions in the music area or sitting on the comfortable child sized furniture in the book area. Babies and younger children are able to sleep on mats, closely supervised by staff.

Outdoor play is enjoyed on a daily basis, weather permitting. Staff provide a good variety of activities that promote large physical skills. Some examples are, children using the slide or building an obstacle course. They also enjoy taking part in races and jumping in and out of car tyres. Children practice using fine motor skills as they play in the sand, or paint on the large easel outdoors.

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

The provision is good.

Children are cared for in a welcoming, secure, safe indoor and outdoor environment. They have good access to activities through effective planning to ensure that all children have access to all areas. This includes the provision of ramps where applicable, enabling children to move freely from room to room or to access outdoors.

Children use suitable, safe, good quality equipment, including specialist equipment to enable them to take part in activities. Staff use their imagination well to make equipment interesting and accessible to children. Staff ensure that children are kept safe through effective risk assessments. Children learn to keep themselves safe and avoid accidental injury as they help to tidy toys away and are praised for 'good tidying'. They learn about the possible consequences of their actions, for example, staff explain someone might get hurt if they swing toys round.

Children are kept safe on outings because staff follow good procedures, including the use of wrist straps. They learn about road safety through visits from the road safety officer and discussion with staff. Children are well protected because staff have a good understanding of their role regarding child protection and safeguarding children. They are able to put appropriate procedures into practice when necessary.

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

The provision is good.

Children enjoy a good range of interesting well planned activities. Children are able to use their initiative to choose their own activities, with planned intervention by staff where needed to promote individual skills. Children make positive relationships with staff and each other. Children learn to become independent as they take part in activities. For example, as they mix their own 'gloop', taking care to count the spoonfuls of corn flour and add coloured water using a spray as they mix the ingredients together. Children are able to develop new skills at their own pace as staff allow children sufficient time to practise, for example, spreading glue or learning to make marks in salt. They enjoy singing together at group time and the music session in the multi-sensory light room.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage and are confident to implement it. Good systems are in place to ensure that all areas of learning are covered during planning. However, the planning

does not always consider the varying needs and learning abilities for all children in receipt of nursery education funding. Children's individual profiles and samples of work show they are making good progress. Their achievements are celebrated through displays of work on the wall which also includes photographs of children doing various activities. Staff use good strategies to gain children's attention, for example, at group time by encouraging children to get rid of all their wriggles. Children are grouped in various ways to ensure individual needs are met.

Children learn to cooperate as they play together using a bike and trailer or make a bus outdoors.

They are confident to find their own name at self registration when they arrive and place in on the board in the room. They have good opportunities for mark making, for example, as they take the register at registration. They confidently contribute ideas at group time, such as making sensible suggestions why a child is not attending the group, 'they might have gone to hospital'.

Children understand writing for a purpose as one child brings a letter for her friend. Older children make up stories that are scribed by staff before having it typed so the child can produce their own pictures for their book. Children are developing an understanding of number through singing number rhymes and counting as part of the daily routine, for example, counting children at registration. They are doing simple calculations as they count chairs for story time to see if they have enough. Children have good opportunities to extend their knowledge and understanding of the world. They plant plants in their newly created raised garden which is accessible to all children. They benefit from staff carefully choosing plants that appeal to children's sense of smell. Children have daily opportunities to join construction pieces together in the designated construction area. Staff provide good ideas to challenge children through the effective use of photographs.

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

The provision is good.

Children are cared for by staff who work effectively with parents to meet individual needs and ensure they are fully included in the life of the setting. They are encouraged to become independent, for example, as they learn to pour their own milk on cereal or spread margarine on their crisp bread. Children settle easily with effective support from staff who offer a flexible settling in procedure that meets individual children's needs.

Children become aware of wider society through trips in the local community, for example, a trip to a local supermarket where some children enjoy lunch. They learn about other people's cultures through food tasting, celebrating festivals and using good quality resources that promote positive images.

Children benefit from staff managing behaviour positively. Staff encourage children to behave well through the use of praise, stickers and telling children and parents why they have been awarded. Children are beginning to understand the rules of the group, for example, as they point to the stop sign on the multi-sensory light therapy

room door, they know they are not to enter. Children are learning to work together as they take turns, for example, playing lotto or skittles.

The partnership with parents and carers is good. Parents receive comprehensive information on how the group operates, including the educational programme. Parents receive useful information on how they can help their child at home under broad headings. All parents are invited to look at their child's development record, but only parents of children with special needs are involved in planning the next steps for their child. Parents of children going to school receive a written report on their child's progress.

Parents offered positive comments during the inspection. They stated they are happy with the progress their children are making and pleased with the activities on offer. They feel staff are approachable and that their children enjoy coming to the group.

Children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is good.

Recruitment and vetting procedures ensure that children are well protected and cared for by staff with good knowledge and understanding of child development. Children benefit from good staff ratios that positively benefit children's care, learning and play. Grouping of children and the effective deployment of staff contributes to children's good health, safety, enjoyment and achievement and ability to take part in the group. Effective detailed policies and procedures support the smooth running of the group. However, current procedures for recording complaints does not meet new guidance following changes to regulations.

The quality of leadership and management is good. The management team have a strong commitment to inclusive provision for all children. The management team are good role models for staff. Training is given a high priority and staff use ideas gained from training to improve outcomes for children. Managers are good at evaluating how well they implement the Foundation Stage. They are able to identify most areas for improvement and plan positive action to ensure it happens.

Overall the provision meets the needs of the range the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the provider agreed to review the toileting routine. Children now benefit from more privacy when being changed as a notice is put on the door so people will not enter. They also agreed to review the policy statement for lost or uncollected children which is available in the policy file and available to parents. Children now benefit from planned opportunities to link sounds to letters, for example, as they do the letter of the week.

Management have introduced a staff appraisal system since the last inspection, but the process is not yet fully used to evaluate the quality of teaching or identify staff training needs.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **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):

- continue to review planning to ensure that it identifies all children's individual next steps in their learning(also applies to nursery education)
- review complaints record to ensure it meets changes in regulations.

#### **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):

- encourage parents to view their child's development record and become involved in planning the next steps for their child's learning.

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