



Newbold Community Playgroup

Inspection report for early years provision

Unique Reference Number	316413
Inspection date	28 September 2006
Inspector	Susan Elaine Heap
Setting Address	Newbold Baptist Church, Milnrow Road, Rochdale, Lancashire, OL16 5DL
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Registered person	Care Management Group
Type of inspection	Integrated
Type of care	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.

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?

Newbold Community Playgroup opened in 1992. It operates from two halls within Newbold Baptist Church in Rochdale. Children's places are available to the local community.

There are currently 10 children from two and a half to five years on roll, of these, two children receive funding for early education. A number of children speak English as an additional language. Children attend for a variety of sessions.

The group opens five days a week during term time and sessions are from 09.30 to 11.45.

The setting employs three members of staff. Two members of staff have an early years qualification. A volunteer works alongside the staff each day. Three other adults are available to offer support as necessary.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a warm, clean environment where the staff actively promote good hygiene practice. They follow appropriate health and hygiene guidelines. For example, there are cleaning routines in place for the toys and equipment, tables are wiped down before and after snack with antibacterial spray and staff wear protective aprons when preparing food. This contributes to children's health and safety and minimises the risk of cross-infection. Children understand the importance of good hygiene and personal care, such as washing their hands after visiting the toilet and before eating, as this forms an integral part of the daily routines. This is supported by visits from the dentist and topic work. The arrangements to care for children in the case of accidents and to promote their welfare are sound, as two members of staff have recently completed appropriate first aid training and all the required documentation regarding children's individual needs are in place.

Children's health is fostered through the provision of a substantial, healthy and nutritious snack each day. They happily eat slices of cheese and toast or spaghetti on toast, and fresh fruit is available daily. They are becoming aware of their own needs and confidently ask for more cheese or another piece of fruit or independently access water from the water dispenser when they are thirsty. Snack times are a social occasion where staff and children sit together and discuss the benefits of healthy eating or talk about their home and special events. Children are becoming more independent and are starting to play an active part in the setting. For example, each day a child is chosen to be a helper at snack time and carefully carries a drink to each child.

Children enjoy a range of physical activities indoors which contributes to a healthy lifestyle. Each day they have access to indoor apparatus to develop their physical skills, such as balancing and climbing. They carefully negotiate space as they pedal on tricycles or park the cars in a parking bay. They enjoy music and movement sessions and take part in special events, such as sports day. These are all enjoyable and help children develop control of their bodies.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a safe indoor environment where the staff give priority to keeping children safe. There are comprehensive risk assessments which are completed daily and written policies and procedures which the staff team follow in practice. This ensures that children are able to move around safely and freely. Children's times of arrival are closely monitored and staff ensure that the main entrance is locked during opening hours to prevent unauthorised access. The children are sufficiently safeguarded within the setting as staff are aware of identified individuals who may collect children. Staff are vigilant at all times and take positive steps to ensure children understand how to keep themselves safe. For example, they give gentle reminders that children should sit down when eating or to sit in the middle of the rocking horse if they are playing on it by themselves, so they do not tip over. The practise of regular fire drills ensures children are familiar with what to do so they can be escorted safely out of the building.

The staff team provide a warm and welcoming environment. Parents and children are greeted warmly by name each day which gives children a sense of belonging. Children are able to move around independently in the environment as the space is well organised to provide different areas for play and for rest. Children's play and development needs are met through the provision of a wide range of good quality toys and equipment which are extended by the loan of equipment from the toy library.

The staff team are qualified and knowledgeable about good childcare practice and consistently give priority to protecting children and keeping them safe. They have all attended child protection training and have a good understanding of their role within the Local Safeguarding Children Board procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children settle well and enjoy their time at the setting. This is due to the good ratios of staff and volunteers who interact well with the children and support their care, learning and play needs. The staff team use their initiative and resources well to plan and provide a broad range of activities that support children's play and learning. For example, children are suitably stimulated through the range of activities on offer, such as the role play area, puzzles, construction, art and craft activities or physical play. Areas are defined and the children choose where they would like to play. They enjoy activities, such as sharing picture books, exploring paint and water, singing songs and nursery rhymes, participating in movement and creative art work. The planning of activities specifically for children under three, following the 'Birth to three matters' framework, is currently in the early stages of development.

Children are valued and are listened to by the staff team who work at children's level at all times to interact with them and support their play and learning. Warm and positive relationships are evident between the children and the staff. As a result, children develop confidence, self-esteem and become confident communicators.

Nursery Education

The quality of teaching and learning is satisfactory. Children are enthusiastic in their play. They show interest in the activities provided for them. For example, a child concentrates for a long period of time experimenting with water, watching it pour onto a water wheel. Staff ask children questions during their play which extends children's knowledge and language. The staff have a sound knowledge and understanding of how children learn and are steadily growing in confidence in their delivery of the Foundation Stage. A variety of teaching styles are used and children have opportunities to work on a one to one basis with a member of staff or in small and large groups. The activities and experiences provided for the children sufficiently cover the six areas of learning. Planning of activities are in place and show that staff make good observations of children's play and how they plan to extend children's learning. However, these are in the early stages of development and are not currently used to inform children's assessment in line with the stepping stones. As a result, there are missed opportunities to plan the next steps for individual children's learning and development.

Children enter the setting confidently, happily leave their parents and quickly settle into the familiar routine. They have happy and relaxed relationships with the staff who listen to them and respond appropriately. They frequently talk about their home, family and friends and special events during circle time. They behave well, are developing their independence and show a willingness to help others. For example, a three-year-old child gets a drink for a younger child 'because she can't turn the tap'. They enjoy daily planned story time and occasionally seek out glove puppets to enact songs and stories. They use their imaginations well when playing in the home corner, making birthday cakes or going shopping in the car. Children's language is developing well through staff asking questions during play, often repeating words to ensure children understand. They are beginning to recognise that print carries meaning as they follow a picture story with a member of staff or choose their name card to self-register at the setting. They have some opportunities to mark make within the role play area but less opportunities to mark make independently as there is no designated writing area.

Children regularly have opportunities to count, recognise and match numbers and are learning to compare groups. For example, they count how many children are present at circle time and how many are girls and how many are boys, and are introduced to the concept of less and more. They routinely count when counting the number of jumps on the trampoline and a member of staff extends this to include number flash cards. The children then start to put them in order. They are introduced to weight, measure and size when baking and are encouraged to explore the flour, sugar and butter with their senses of smell, taste and touch.

Resources and activities to support children's knowledge of technology are readily available. One child watches in fascination as the leads to the computer are connected and the computer is switched on, while another child shows interest in the digital camera when a member of staff takes her photograph. 'That's me' she exclaims in delight. They can follow a simple computer program and older children can confidently use a mouse. Children have opportunities to construct in the construction area but they do not often visit this area. They have few opportunities to explore their local community or the natural world due to the lack of outdoor activities and trips. However, they benefit from visits from the 'Animal man' who brings in a selection of animals for the children to handle.

Children explore a variety of media, such as sand, water and paint on a daily basis. However, children do not have free access to creative materials to allow them to explore and develop their own ideas. A range of tools requiring hand-eye co-ordination allow children to demonstrate good levels of skill and control, for example, when playing in the dough with the pastry cutters and rolling pins, or tracing around stencils. They can judge their body space accurately as they adjust their speed and change direction when pedalling wheeled toys in the large hall and park in the numbered parking bay.

Helping children make a positive contribution

The provision is satisfactory.

Children are valued as individuals and the staff team work closely with parents and other professionals to ensure each child's individual needs are met and they are able to play an active part in the setting. There is a sufficient range of toys, equipment and books which contributes to increasing children's awareness of diversity and these are extended by the effective use of

the toy library. They develop caring and positive relationships with the staff and other children which ensures they settle and enjoy their time at the setting. The Christian ethos they share at circle time reminds them to say thanks for the food they are about to eat, their friends at playgroup and to think of those who may be ill. The staff place great emphasis on children's emotional well-being, behaviour and manners. As a result, they consistently praise them for their help, 'beautiful manners' or achievements, which develops children's confidence and self-esteem. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is satisfactory. The systems to involve parents in children's learning, such as topic work or activities they can try at home or sharing assessment records, are in the early stages of development and progressing steadily as the staff team grow in confidence. There is a variety of written information available for parents via the policy and procedure file, weekly newsletters and notice board. Parents praise the staff team highly for the care, support and activities they offer their children. They feel their children are well cared for, safe and secure. Particular praise is given to each child's 'special book' which is a record and memento of their time in the setting. It includes children's creative work, photographs of them at play, and details of their individual progress and learning. Children's individual needs are identified during the effective settling in procedure as parents and key staff complete relevant documents together. Staff are sensitive to children's needs whilst settling, they provide children with close support and reassurance during periods of separation from their parents, which helps children feel secure and happy.

Organisation

The organisation is satisfactory.

The leadership and management within the setting is satisfactory. Children are cared for by a staff team who have a sound understanding of their roles and responsibilities in helping children enjoy and achieve. There are systems in place to support staff, such as staff meetings which has improved the operational plan and staff confidence. The staff are able to identify weaknesses within their knowledge and have identified appropriate training. An action plan for the development of the setting is in place and most of this has now been completed. The monitoring and evaluation of the nursery education needs to continue to ensure continuous improvement. The setting continues to receive support from the early years advisory teacher. This has significantly improved the quality of children's care, safety and learning.

The daily routines and deployment of staff are organised to provide children with a balanced range of activities when playing and ensures their safety. Children have opportunities to mix both with older or younger children, and with their peer group which enables them to develop relationships and their social skills. The staff work well as a cohesive team to promote children's health, safety, emotional well-being and ability to enjoy and achieve.

Records detail the individual requirements of each child and include relevant consents and contacts. All the legally required documentation and policies and procedures are in place which promote the safety and well-being of the children present. These are monitored and reviewed annually to ensure that they are appropriate to the changing needs of the setting and that the quality of care is continued. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was asked to ensure the play leader held an appropriate level 3 qualification; ensure all staff and volunteers were vetted; improve knowledge and understanding of the National Standards regulations and ensure all the relevant documentation was in place. These have all been completed and have improved the quality of children's care.

With regard to the nursery education, the setting was asked to devise a system to monitor and record children's educational progress; continue to develop planning and assessment systems to plan for children's next steps in their learning; review the daily routines to ensure children's individual needs are met and to develop systems for monitoring and evaluating the educational provision.

Action plans were put in place and the majority of these have been completed. This has significantly improved the delivery of the educational provision. However, planning and assessment systems, and the monitoring and evaluation of the educational provision are still being developed as the staff team steadily grow in confidence in their delivery of the Foundation Stage.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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

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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):

- improve outcomes for children by using an approach in line with the 'Birth to three matters' framework.

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):

- continue to improve current planning and assessment systems to ensure a balanced curriculum across all six areas of learning, ensure plans link consistently to the stepping stones and make effective use of assessments to plan for children's next steps in their learning
- continue to monitor and evaluate the success of the educational provision to ensure continuous improvement.

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