



Exley Head Playgroup

Inspection report for early years provision

Unique Reference Number	301947
Inspection date	25 September 2006
Inspector	Melissa Louise Patel
Setting Address	Exley Head Methodist Church, Wheathead Lane, Oakworth Road, Keighley, BD22 6NN
Telephone number	07931 155491
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Registered person	Exley Head Playgroup
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 good.

WHAT SORT OF SETTING IS IT?

Exley Head Playgroup has been registered since August 1976. It is situated in the Methodist church on Wheathead Lane in the Keighley area of Bradford. The accommodation consists of two main playrooms on the ground floor and a further room on the lower ground floor. There are toilet and kitchen facilities. A fully enclosed outside area is available. The playgroup serves families in the local residential area and the wider Keighley area.

The playgroup is open Monday to Friday 09.15 to 11.45 term time only. There are currently 20 children on roll. There is one three-year-old in receipt of nursery education funding. Children attend for a variety of sessions throughout the week.

There are eight staff working in the playgroup on a part time basis, three of which hold a level 3 qualification in childcare and one of which holds a level 2 qualification. The playgroup receives support from the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are nourished well. They enjoy a variety of nutritious snacks to help keep them healthy, which includes some hot foods, such as soup, spaghetti and plenty of fruit. The children access regular drinks, such as milk and water. They are encouraged to ask for drinking water when they are thirsty. Children's dietary needs are met through discussion with the parents and recording their requirements effectively.

Children are learning good hygiene practices. They are learning when to wash their hands. For example, they wash their hands before they have their snack. They are also confident in explaining why they need to wash their hands. Effective accident and medication procedures ensure that the children's welfare is supported and maintained.

The children's gross physical skills are actively developed by the varied use of the indoor area and some use of the outdoor area. They use a good range of play materials to promote this. For example, the children climb and slide and they learn to ride sit-in cars. They move to rhymes and use balancing beams. This means the children are starting to learn the importance of living a healthy lifestyle through exercise.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The provision is welcoming to children with attractive displays. Children are cared for in a safe and secure environment where risks are identified and minimised. The environment is generally well maintained in most areas. However, the messy play area floor covering has not been sufficiently maintained in order to fully promote a suitable environment for children in all areas. The children are able to move around independently accessing and using a good range of resources, which are appropriate for their age and abilities. They are starting to learn appropriately about keeping themselves safe. For example, they learn through a project on road safety. The children also learn how to keep safe as they practise the fire evacuation procedure.

Children's safety is protected and promoted as the staff have a suitable understanding of how to protect children and whom to contact if concerned about a child.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the playgroup and arrive happy and eager to participate. They relate well to the staff and are confident in expressing themselves. The children laugh a lot and

are enthusiastic as they explore. For example, they enjoy making hand prints for the current theme on autumn. They discuss how the paint feels as it goes up the arm. Children listen well to the story about Winnie the Pooh and actively join in and ask questions supported well by adults.

The children benefit well from a range of planned activities that are linked to the 'Birth to three matters' framework and the Foundation Stage. They are able to access a broad range of activities and resources, such as jigsaws, construction, books and play dough. Staff's understanding of the need for a good routine ensures there is structure to the session. This means there are purposeful activities for children to participate in, such as creative play. Most children are generally able to develop their independence well as they choose activities that are already put out for them.

Nursery Education.

The quality of teaching and learning is good. The staff have a good knowledge of the Foundation Stage. They plan activities well overall, in order to promote the areas of learning well. Generally effective organisation of the environment ensures children's learning is enhanced. For example, they can often independently select activities that are laid out for them and self select some other resources. However, some resources are not always arranged accessibly to enable children to learn spontaneously in order to further their choice in learning. Children's progress is assessed using the stepping stones towards the early learning goals. In addition, staff listen to children and ask effective questions.

Children are settled and they are motivated to learn. They demonstrate their independence through daily activities, such as moving around the room confidently, washing their hands and changing their clothes after becoming wet during water play. They interact well with the other children and staff. Children behave well and follow simple instructions. For example, they respond appropriately when asked to put away the toys. The children start to develop good early reading and writing skills, through the sufficiency of print around the room and through being able to practise mark making using different tools. However, some mark making resources are not always accessible for spontaneous use to further children's development in this area. Children start to make meaning out of words as they point to words at story time and as they find their name on arrival at the playgroup. They communicate well through daily activities and at carpet time. However, the home corner area has limited use, in order to further children's communication. Children are starting to learn well how to solve mathematical problems through daily practical activities, such as counting and adding how many toy animals there are. The children are starting to learn to count. Some can confidently count to 10 and more in a group. More able children recognise random numerals around the room. Children use mathematical language, such as 'on' and 'under' and 'in front' and 'behind'. They fit together different shapes as they assemble jigsaws and start to learn about size and patterns as they do so. They learn about size and volume as they fill and empty different size containers. Children have many opportunities to explore and investigate. They use their imagination as they construct the train track and pretend that they are going on holiday. They are learning about autumn and plan a trip to the park. They experiment with black paint to make crows for their display. In addition, they experiment with different materials, such as paint, sand and water. Children benefit from a good range of information and technology equipment to support their learning, such as cash

registers and telephones. They start to learn how objects work as they access construction and creative areas to enable them to join and construct, developing their fine motor skills well. They use other materials, such as glue, boxes and scissors. However, some creative resources are not always immediately accessible to encourage more able children's spontaneous choice and learning in this area. The children learn well about the environment that they live in and are able to recall past events. They are starting to put meaning to time. For example, they talk about what they did at the weekend. Children move around freely in the room and start to understand the concept of free space as they find a space at story time. They move to rhymes and use large and small apparatus to climb and slide. This means they are learning control of their bodies well. They are also learning how their body feels after exercise. In addition, they are learning about the names of body parts. For example they sing songs, such as 'Heads, shoulders, knees and toes'.

Helping children make a positive contribution

The provision is good.

All children and parents are welcomed well into the environment. Children are learning well about diversity. For example, the children are starting to learn about others in society through celebrating festivals, such as the Chinese New Year, Eid and Easter. The children enjoy a range of suitable resources to reflect positive views of others in society. For example, there are a range of resources, such as books, pictures and dressing up materials.

Children's good behaviour is reinforced by praise and encouragement from staff during conversation and activities. For example, they receive praise as they try different snacks and as they count the different coloured objects. All children are included and they play well together in all activities. Children learn to share and take turns. The children learn acceptable boundaries through gentle reminders from practitioners. For example, the children are asked to wait their turn when climbing the steps of the slide. As a result, children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Children's security and stability is promoted well by the staff's good working relationships with parents. For example, the children see parents and staff communicating well daily about their care. A broad range of supporting written information is available for parents, such as relevant policies and procedures. Parents are also provided with information on their child's activities and education. They are able to contribute to their child's assessment files and children often bring items in from home to discuss. However, written information for parents on complaints with regard to new regulations has not been updated.

Organisation

The organisation is satisfactory.

Most required documentation which contributes to children's good health, safety and well-being is in place. Children benefit from clear policies and procedures which are reflected in daily practice, such as the safety procedures and good deployment of staff. Generally good organisation of the environment ensures that the children can use safe and varied resources. This means children are able to move around independently and they are confident.

Although the provider maintains generally good organisation in most areas, Ofsted have not been informed of any changes to the person in charge. This does not pose a risk to children as all staff have suitable background checks. Overall, the provision meets the needs of the range of children for whom it provides.

Children's care is enhanced by most practitioners holding a recognised child care qualification and demonstrating a commitment to update knowledge through attending additional training.

The leadership and management for the nursery education is good. Staff are well supported in teaching the Foundation Stage effectively for children. They are motivated and children's care and learning is enhanced as staff know their roles well through all aspects of playgroup life. Staff work hard to ensure that the playgroup continues to improve and they act upon the recommendations made at the last inspection. Children benefit as the staff are able to attend training relating to the Foundation Stage. All staff work well together as a team in the interests of the children. They demonstrate a good understanding of their roles with regard to the organisation of the planning of the Foundation Stage. In addition, the playgroup evaluates the progress children make towards the early learning goals on a regular basis through planning meetings.

Improvements since the last inspection

At the last care inspection the provider was asked to conduct a risk assessment on the premises and ensure that the attendance register clearly shows times of arrival and departure for staff and children.

The provider has conducted a risk assessment of the premises and started to implement a signing in and out procedure for staff and children showing times of arrival and departure. This means systems in place to support children's safety and welfare have been improved sufficiently.

At the last nursery education inspection the provider was asked to develop the planning and assessment so that there is a focus on what children need to know next and how individual children will be encouraged to progress. The provider was also asked to develop the role play area so that children can develop their language and use their imagination to express and communicate their ideas.

The playgroup have developed their planning and assessment systems well by starting to introduce individual learning plans to show children's next steps in their learning. This improves the plans for children's individual learning and development. The role play area has been developed to incorporate further resources, by providing a new kitchen and equipment, in order to help further children's interest and develop children's communication. The plans indicate planned use of the home corner. However, the children did not use this area at inspection, indicating little interest in this area and a further recommendation has been raised.

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.

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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):

- inform Ofsted of all significant changes
- improve maintenance to the floor in the messy play area
- improve knowledge and documentation with regard to changes to the National Standards in line with new regulations since October 2005.

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):

- improve organisation of some resources during creative play and develop the mark making area, in order to develop children's spontaneous choice and learning
- continue to develop children's use of the role play area to further develop children's communication.

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