



Newsome South Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	311295
Inspection date	06 November 2006
Inspector	Cathleen Howarth
Setting Address	Birch Road, Berry Brow, Huddersfield, West Yorkshire, HD4 7LP
Telephone number	07706 794134
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Registered person	Newsome South Pre-School 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Newsome South Pre-School Playgroup was established 25 years ago and is run by a voluntary committee. It serves the local communities of Newsome and Berry Brow, Huddersfield. The playgroup operates from a hall in a Methodist church and provides sessional care on Monday, Tuesday, Wednesday and Friday from 9.05 - 11.35 and Thursday from 12.30 - 15.00. All children share access to an enclosed outdoor play area.

There are currently 32 children aged from two to under five years on roll. Of these, 10 children receive funding for nursery education. The playgroup supports children who speak English as an additional language. There are systems in place to support children with learning difficulties and disabilities.

The committee employs four members of staff. Of these, three hold appropriate early years qualifications. There is a system in place to provide cover for staff absences.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are appropriately protected from infection and taken care of if they have an accident or become ill. Relevant policies and procedures are in place to keep parents informed of their children's welfare. Children stay healthy because staff maintain good levels of hygiene and cleanliness in areas used by children. Children are beginning to understand simple health and hygiene practices, and generally use bowls of clean water in the main playroom to wash their hands after messy play. There are suitable procedures in place for nappy changing and toilet training, to ensure the personal care needs of children are met. Children rest and sleep according to their needs in the quiet area.

Children are beginning to learn the importance of eating healthily. Staff reinforce this by providing fresh fruit, such as banana and apples. Children sit together at snack time and self-help skills are encouraged. They self-select fruit and drink and help to clear away. Food preparation procedures are sound.

With regard to nursery education, over time there are satisfactory opportunities to support children's overall physical development. Children talk about how they grow and stay healthy in relation to good food and exercise. Children enjoy playing on tricycles. They are learning to stop, change direction and control their speed. They use the climbing frame and slide to develop their agility, and use poles to help them balance when they walk across a bench. The tent and tunnel is generally used to help children judge body space. There are sufficient opportunities for children to develop hand and eye coordination, like threading bobbins to make a snake.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children have learnt boundaries and limits. They have sufficient choice in where they go, and know not to leave the playroom unsupervised. The environment is kept safe by staff with sound understanding of the need for a balance between freedom and safe limits. Outside cones are used to restrict access to the side of the building. Children are cared for in a welcoming, safe environment which is risk assessed before they arrive. They are learning to tidy up, to encourage them to take responsibility for themselves and others safety. They play with resources and equipment that are of suitable design and condition, which staff check regularly for repair and replacement. Children are kept safe on outings when they hold hands with staff. Road safety is continuously reinforced.

All fire safety precautions are in place. Children are learning about emergency evacuation procedures, to encourage them to take responsibility for themselves.

Children are professionally safeguarded. Staff have appropriate understanding of their role in child protection, and know the procedures to follow should a concern arise.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time at the setting. They enter confidently and quickly settle to their self-chosen activity. Children make use of the sufficient range of planned activities and spontaneous events, which support their overall development and learning. Children are developing a sense of belonging as staff greet them warmly, and attractively set out toys and equipment to welcome them to the setting. Children's artwork is displayed to promote their self-esteem.

The current theme is autumn and this is appropriately incorporated into children's play. Before bonfire night children made a brightly coloured firework and bonfire collage. Staff took this opportunity to reinforce personal safety. Children collected autumn leaves, twigs, conkers, and acorns, which they glued and stuck to the collage. Other relevant activities link to the theme. Children use instruments from the music box, such as blowing into wind pipes to make the sound of the wind.

Nursery education.

The playroom is normally set out to support the Foundation Stage. Over time, planning ensures the six areas of learning are satisfactorily covered. There is a suitable balance of child-initiated and adult-led activities, to encourage children to make decisions, explore and investigate. Children inquisitively examine various items in the sensory area, like cones, straw balls and silk. They usually relate well to each other, learning to share, take turns and to be kind during their play. A relevant example of this is when children shared resources without prompting. They patiently took turns to use crayons for colouring pictures.

Children have enough time to talk about their home and community. For example, at circle time they discussed what they did on Bonfire Night. Children attempt to write their own letters and stick a stamp on the envelope. They walk to the post box with staff to post it. The next day it is delivered to their home. Relevant stories are read to children who then make connections from their experience. They have great fun dressing up as a postman with appropriate accessories like the post bag and letters.

The quality of teaching and learning for nursery education is satisfactory. Overall, staff have sufficient knowledge and understanding of the Foundation Stage, although the stepping stones are not used consistently to support children's individual progress towards the early learning goals. The key person system is adequate, although not all children and their parents are aware of the designated member of staff. Children's development files are well maintained. Children are clearly learning through play and find their resources fun and sufficiently challenging. However, it is difficult to judge how much progress children have made, as their starting points are not recorded. Although planning for differentiation is not routinely recorded, it is consistently demonstrated in practice because staff know children well. They are interested in what children say and do. Staff manage children's behaviour appropriately and relationships are secure. Their

questioning methods and expectations mostly challenge and support children to achieve as much as they can. As a result children have developed a positive attitude towards learning. Teaching generally interests children, helping them to become focused, resist distractions and persist for some time.

Helping children make a positive contribution

The provision is satisfactory.

Children are treated with equal concern and are fully involved and included. Resources and activities clearly promote positive images of diversity. There are appropriate systems in place to provide for children with learning difficulties and disabilities. Children's good behaviour is actively encouraged through positive role modelling, meaningful praise and by valuing polite behaviour.

Some parents had the opportunity to speak to the inspector. They all commended staff for the work they do. They are invited to attend committee meetings when a notice is displayed in the reception area. Phased admissions enable parents and children to familiarise themselves with the setting, and this helps children to settle quickly.

Partnership with parents with regard to nursery education is satisfactory. Parents receive sufficient information about the Foundation Stage. Parents are usually informed of their children's achievements, and children's development files are available for them to view. However, children's starting points are not recorded so it is difficult for them to see how much progress their children have made. Staff generally seek parents' views and send out questionnaires to evaluate the service. Parents are appropriately involved in their children's learning at home. Their knowledge and expertise is sometimes used to support learning opportunities at the setting. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

Staff have a clear sense of purpose and a commitment to continual improvement, as they are working towards a quality assurance award. However, procedures for recruitment, vetting and induction are not fully developed. The organisation of space imaginatively supports various types of activities. Staff make good use of their time and are deployed effectively. As a result activities are well supported. Children anticipate established daily routines. They feel secure in a stable, predictable environment.

Most of the required documentation is in place, and regularly reviewed to promote children's care, welfare and learning. Records are stored securely and maintained in an orderly fashion for parents to view. Staff are mindful of confidentiality and share relevant information with parents.

Leadership and management is satisfactory. Staff have not had appraisals to prioritise their training, resulting in some inconsistencies. Staff meetings take place regularly although minutes are not always taken. These meetings are used to sufficiently monitor and evaluate children's

progress and activities. Staff are willing to seek advice, and they address action plans agreed with the local authority advisory teacher. This is helping children make steady progress towards the early learning goals. The inclusion of all children is an integral part of the setting. Clear directions, such as planning for phased admissions, and sound transition procedures, are in place to support children to take the next step. 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 a recommendation was made to improve parents involvement in children's learning. Children now join the playgroup's library. They self-select picture books to take home where parents appropriately reinforce children's learning.

There were no significant weaknesses with regard to nursery education but consideration was to be given to develop the resources and planned opportunities for children to learn how to operate simple equipment. Staff have successfully extended their range of activities and resources, which has improved opportunities for children to use simple equipment, such as the CD player and items in the home area.

Complaints since the last inspection

Since April 2004 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):

- build on existing procedures for recruitment, vetting and induction in addition to staff appraisals to focus staff training and development.

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):

- use the stepping stones to systematically support children's progress towards the early learning goals
- develop a system with parents to establish children's starting points (also applies to care).

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk