



All Saints Playgroup

Inspection report for early years provision

Unique Reference Number	206706
Inspection date	28 September 2006
Inspector	Karen Ann Byfleet
Setting Address	All Saints RC School, Church Street, Glossop, Derbyshire, SK13 7RJ
Telephone number	01457 852756
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Registered person	All Saints 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 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?

All Saints Playgroup opened in 1974. The provision operates from a purpose built building adjoining All Saints Primary School in Glossop, Derbyshire and accepts children from the local area.

The playgroup is open Monday to Friday during term times from 09:00 to 11:30. They are registered to provide care for 18 children aged 2 to 5 years. Children attend a variety of sessions and there are currently 20 children on roll of whom 9 are in receipt of funded education. The setting supports children with English as an additional language.

Three full time staff work with the children. Two have relevant early years qualifications to level 3 and the other member of staff is working towards one. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well maintained. They are developing a good awareness of their personal hygiene through daily routines and are independent in washing their hands after toileting and before eating. Children's well being is maintained as staff follow procedures which are in place for the safe administration of medication and record accidents appropriately, obtaining parental signatures. Children's health is further promoted as staff take positive steps to prevent the spread of infection and appropriate measures when they are ill. For example, a secure sick children's policy is in place which is shared with parents and two members of staff hold relevant first aid certificates. The premises and resources are clean and well maintained and when preparing food for snacks, staff wear protective aprons and follow hygiene procedures.

Children are provided with regular drinks throughout the session. They are offered a choice of water or milk with their mid-morning snack and although fresh drinking water is available in individual bottles and labelled with their names, these are stored out of children's reach and therefore children are unable to help themselves. Snacks are varied, healthy and nutritious for example, fresh fruit, crumpets, toast. Weekly snack menus are written out and displayed for parents to see.

Staff effectively plan outdoor activities in both the outside play area and by taking children out on local visits. Children enjoy riding wheeled vehicles and manoeuvre them well, avoiding obstacles. They play outdoor games, such as ball games, running, climbing, balancing and jumping, developing their physical skills. The setting have a good understanding of the needs to the younger children and provide appropriate activities and resources to support the children's physical and emotional development.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is well maintained. The premises are kept secure and all visitors are requested to sign in and out of the setting, ensuring staff know who is on the premises at any one time. The environment is bright, warm and welcoming to children and their parents and staff greet all children on their arrival. Space is well managed as children move around in comfort and avoid any obstacles, such as tables. A good selection of age appropriate toys, games and resources are clean, well maintained and are suitable for the differing ages and abilities of the children who attend. Equipment is stored so that it is easily accessible to children, allowing them freedom of choice.

Staff carry out regular risk assessments of the resources and premises to ensure any hazards to the children are identified and minimised. Regular evacuation drills are practiced with the children ensuring they develop an awareness of the procedures to follow in the event of an emergency.

Staff have attended relevant training in child protection and demonstrate a good awareness and understanding of their role should they have any concerns about children's welfare. They are familiar with the Local Safeguarding Children's Board procedures and where to seek advice and support.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well in the setting and staff are attentive to their needs, ensuring they feel secure. They seek out their friends and play well together in small groups, learning to take turns when playing games. All children are encouraged to be independent, for example finding their name cards and hanging their coats on their coat pegs. They are developing good social skills during group activities such as snack time and story time. Their physical development is effectively promoted through the good range of resources which they effectively use both indoors and outside. Younger children are becoming independent as they are learning to access resources for themselves. Access to a good range of messy and creative play activities ensures children's development is supported across all areas of learning. For example, making marks in soap flakes. Staff make positive links to the 'Birth to Three matters' framework in the planning and through attending training and sharing information with parents.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals they show great interest in the broad range of activities which are well planned by the staff. Through self registration, children recognise their own name and some are beginning to write their names on their own art work. They enjoy looking at books both in small groups and individually in the comfortable book area which is made inviting through well displayed books and soft seating. During story times the children listen well and are able to join in with favourite, familiar stories such as, 'We're Going on a Bear Hunt'. Children frequently access the effective mark making area where they use a good range of writing materials to practice their writing skills. Writing for a purpose is encouraged through well planned themes and also free writing. For example, when the role play area is set up as a hospital or doctors, children use appointment books, and write out prescriptions. They write letters for mummy and have access to appropriate resources such as envelopes and stamps. Mathematical language is developing well as the children compare, sort and match through a range of activities such as the 'compare bears' and the train trucks. During snack they extend their use of number as they help staff to count out plates and cups and activities which encourage their recognition of shape and space are effectively provided. Through planned topics and themes, children are learning about the world around them and their local environment. For example, they are taken on bus and train rides. They also go on nature walks into the local woods to collect leaves and nuts and learn about the seasons and they enjoy the nature table which is set up with their 'finds'. They are confident in their use of the computer, having good mouse control and following instructions on screen, such as comparing and sorting. Access to creative materials is freely available and children express themselves through their paintings and collage pictures. They use a good range of different materials and textures such as, paints, glue, wool, shiny paper, buttons and string to create their individual works of art and they use small tools such as

scissors, glue spreaders and paint brushes with ease and confidence. They also undertake structured creative activities and their work is attractively displayed giving them a sense of achievement and helping raise their self esteem. Through regular well planned outdoor activities children are developing their physical skills. They ride wheeled vehicles with control and use a range of balancing and climbing equipment.

Staff have a sound knowledge and understanding of the Foundation Stage curriculum and they plan exciting activities for the children. However, this is a relatively new staff team who are just beginning to develop their observational techniques which they intend to use more effectively in order to ensure their planning identifies the differentiation in children's abilities and help them progress in their next steps of learning. The staff are well deployed and all understand their roles. A key worker system is in place and is developing well. They keep parents informed of children's progress through daily exchange of information. This is planned to be a more formal procedure, where the key worker will discuss children's development fully, three times a year. The staff are enthusiastic and committed and use good open ended questioning to encourage children to think and develop their learning. For example, "How many trucks are on your train, can you count them?"

Helping children make a positive contribution

The provision is good.

Children are treated as individuals and their ideas and choices are valued. They are well behaved, share and take turns and respond well to staff who are good role models. Children approach visitors into the setting and engage them in their play. For example, they bring me food from the home corner and we talk about the types of food. Children establish friendships, seek out their friends and enjoy sharing activities and experiences. Children with English as an additional language are well supported as staff use familiar phrases and seek information from various sources such as the internet and phrase books. They also work closely with the parents. Good systems are in place to support any children with learning difficulties or disabilities. International festivals and celebrations are incorporated into the planning, raising children's awareness of the wider world. Their work is attractively displayed around the room, giving the children a sense of belonging and helping to raise their self esteem. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. They are made to feel welcome in the setting and staff greet them in a friendly and professional manner. Information is exchanged on a daily basis about what the children have been doing and staff intend to expand this to formal meetings with parents to discuss their children's development in more detail. An information booklet provides parents with good information about the setting, including staffing, policy statements and information on the early learning goals and the birth to three matters. A copy of all policies is made available to parents along with the planning and snack menu which is displayed. Parents and carers are encouraged to help within the setting and they actively join in with this, helping with creative activities, snack times and engaging in games with the children. A suggestion box is placed in the reception area where parents are able to put their ideas forward. For example, one suggestion is to provide the children with book bags for their library books. The staff and committee are looking into this idea. Each term a newsletter is produced for parents and carers

giving them information about forthcoming events, topics, any fundraising which is taking place and training which staff are undertaking or have achieved.

Organisation

The organisation is good.

Children are cared for by qualified and experienced staff who support them well to ensure they are happy and settled within the setting. The Pre-school is guided by its clear aims, enabling staff to provide a curriculum which is stimulating for all children enabling them to make good progress in their learning. All required documentation is in place, although incidents are not recorded confidentially. A complaints log is in place and is available for parents at their request. Daily registers of staff and children's attendance is maintained with times of arrival and departure, ensuring registered numbers are maintained at all times.

Leadership and management of the setting is good. A parent committee takes an active role in the provision, ensuring sound recruitment procedures are in place and that staff are suitably vetted. An appraisal system ensures staff professional development is addressed along with their understanding of their roles and responsibilities. Staff are deployed well throughout the setting and through the good organisation of space, time and resources, children enjoy their time and the activities which are suitable for their age range. The committee meet regularly with the staff team to discuss any issues such as, training, fund raising ideas and equipment. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection a number of recommendations were raised. The setting have devised and implemented a policy for sick children, which is shared with parents. Existing injuries are recorded and the recording of accidents contains more detail. All of these measures have been put in place ensuring children's welfare is safeguarded. A written procedure for any allegations made against staff is now in place.

Complaints since the last inspection

There have been no complaints received by 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.

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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):

- ensure children are able to freely access their individual bottles of fresh drinking water
- ensure incidents are recorded confidentially.

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 develop observation techniques and planning to ensure differentiation and next steps in children's learning is addressed.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk