



# Little Stars Christian Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	200673
<b>Inspection date</b>	16 October 2006
<b>Inspector</b>	Lucy Showell
<b>Setting Address</b>	Leamington Spa Baptist Church, Chandos Street, Leamington Spa, Warwickshire, CV32 4RN
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<b>Registered person</b>	The Committee of Little Stars Christian Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

The Little Stars Christian Playgroup is run by The Committee of Little Stars Christian Playgroup. It operates from two separate rooms within Leamington Spa Baptist Church, in Leamington Spa, Warwickshire. The playgroup opens in school term times. Children attend for a variety of sessions from 09.15 to 13.15 on Mondays, Tuesdays and Wednesdays and Thursdays and from 09.15 until 11.45 on Fridays.

A maximum of 32 children may attend the setting at any one time. There are currently 28 children on roll. Of these, 16 children receive funding for early education. The playgroup serves families and children in the local community and surrounding areas. The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The playgroup employs nine staff. Of these, one is a fully qualified teacher and six, including the manager, hold appropriate early years qualifications. The setting receives support from a teacher mentor from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's overall health and welfare is promoted through effectively implemented policies and procedures. Children develop increasing awareness of the importance of good health and enjoying a healthy lifestyle. Their self-care skills are effectively promoted through discussions and daily routines which encourage and support independent personal hygiene.

Children benefit through the well-maintained environment and brightly coloured displays add to the welcoming atmosphere. Children are protected from the spread of infection because the premises and equipment are in sound condition and staff implement good health and hygiene procedures. For example, continued cleaning of furniture and resources.

Children are making good progress in their physical development. There are plenty of opportunities for physical play through well-planned and well-resourced indoor and outdoor activities. The lack of outdoor space at the setting is compensated well through regular outings and trips offering good physical exercise. For example, children enjoy visiting the local park and activity centres. At the setting children confidently travel through balancing and climbing equipment and enjoy ring games. They move with increasing control as they negotiate around obstacles, riding backwards and in circles on bikes. Children are encouraged to use a good range of small equipment during free and focussed creative activities. They use scissors and glue to make collages and enjoy squashing play dough and using rollers and cutters to make recognisable shapes.

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

The provision is good.

Children are cared for in a safe and secure indoor environment. Policies and procedures are effectively implemented to ensure children's safety. Children are protected from harm through the staff's confident knowledge of child protection issues. All staff have a good understanding of their role in child protection and a clear knowledge of the procedures to follow if there are concerns regarding a child. However, the written child protection policy does not clearly identify the procedures to be followed if an allegation is made against a member of staff or volunteer.

Children learn about their own and others safety through involvement in safety issues to ensure that they are able to limit any accidental injury. They receive gentle reminders during play and are supervised well as they carry large cauliflowers and turnips carefully across the room. Children move around freely and safely and access the resources independently that are suitable for their age and developmental stage, and comply with British Safety Standards.

Children's welfare is effectively promoted by the staff's strong knowledge and proactive skills with regard to safety. Daily safety checks and regular risk assessments are carried out efficiently and positive steps are taken to reduce risks. For example, additional security has been put into place after a member of staff identified children's increased awareness of how to open doors.

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

The provision is good.

Children develop valuable confidence and positive self-esteem through receiving plenty of praise and encouragement for efforts and achievements. Their play is effectively promoted through the good access to the wide range of resources available and brightly coloured displays of children's work enhance the environment.

Children are happy and motivated through staff's consistent and enthusiastic interaction which supports caring and friendly relationships. Children are invited to bring items from home to link with current themes and use them in an interactive topic table, which promotes their sense of belonging.

### **Nursery Education**

The quality of teaching and learning is good. Children benefit through the staff's proactive approach with regard to additional training which enables good understanding of the Foundation Stage. The well-organised method of planning links successfully with the stepping stones and early learning goals. Systematic and informative assessments are shared with parents and used during staff meetings to plan and evaluate opportunities offered to children. Children's individual needs are identified and in practice some differentiation takes place. However, plans do not clearly show how the activities can be adapted to suit children of different ages, who learn at different rates or who have particular needs.

Children with learning difficulties and/or disabilities are supported well. They develop awareness and understanding through staff's calm and clear approach when requesting actions from children. They use some sign language and use picture cards to help children understand what is expected of them. Staffing is arranged to enable additional support and interaction for the children who need it and meetings are held to discuss progress and strategies of managing particular behaviours.

Children enjoy time to explore and investigate rich experiences and inventive resources. There are constant opportunities for children to express themselves and to develop confidence whilst asking and responding to significant questions. Children are interested, excited and motivated to learn. They discuss and extend their play with productive ideas and actions and respond positively with regard to taking responsibilities within their surroundings.

Children show a developing awareness of their own needs, views and feelings as they talk to each other and to the staff with confidence expressing individual preferences. They understand the agreed codes to make the group work harmoniously together. At snack time they take turns to take a biscuit from the plate and then pass it on to the next person. Children have growing personal independence with regard to toileting, hand washing and collecting their lunch bags

and sitting at the table. They select resources for themselves and work independently during free play sessions.

Children learn to respect people's different needs, views, cultures and beliefs. There are many opportunities for children to develop an understanding of diversity through resources, activities and through discussions with staff and peers. Children talk openly and positively about differing needs asking and answering valuable questions.

Children interact, talk and negotiate with others. They show awareness of the listener in conversations and take turns to speak and respond. They enthusiastically take part in ring games choosing the next song and deciding who will play the different characters in each verse. Children use speech to organise and explore real and imagined experiences as they create a range of scenarios in the role play areas. They enjoy acting out the story of 'The Enormous Turnip' using a selection of play people and animals as props, and turn the pages and follow the writing with their finger as they pretend to read. Children's literacy skills develop well as they attempt to write for a variety of purposes. In the role play area they mark out 'shopping lists' using appropriate materials. During craft activities they have opportunities to watch staff and to follow examples to write their names on their own creations.

Children learn about number concepts as they count bowls and cups and work out how many are left on the tray. They use mathematical language in familiar contexts and for ideas and methods to find solutions to everyday problems. For example, they set up sixteen carpet mats for circle time and talk about how the circle needs to be big to fit everyone in. They describe and investigate size, quantity and position within fun and practical activities, such as weighing and comparing vegetables in the role play grocery shop.

Children are creative and imaginative. They enjoy developing role play scenarios using varied resources. They explore colour, texture, shape, form and space in two or three dimensions whilst enthusiastically using 'sticky books' with glue, scissors and paper. Children explore at their own pace with supervision and support from staff. Children use their senses to find out about features of living things, objects and events. They learn about where fruit and vegetable come from as they harvest items for the grocery shop.

Children learn about past and present events through general discussions during play and at circle time. They find out about features of where they live during outings and visits and about the natural world when participating in activities. Photographs show children enjoying a good range of interesting trips and visits.

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

The provision is good.

Overall, the children's spiritual, moral, social and emotional development is fostered.

Children's awareness and understanding of the diverse community is developing well. Their diversity is celebrated through good access to a variety of activities and resources and through opportunities to discuss themselves and their family structure.

Children are well behaved and respond well to the boundaries set. Positive methods of behaviour management promote children's responsibility of their own actions as they learn 'to do the right thing'. Children are polite and considerate to others. They share space and resources well and learn about maintaining their environment as they help to tidy up after play.

Children's sense of belonging is promoted by the dedicated and caring staff at the setting. Children with learning difficulties or disabilities are nurtured by staff who have a good understanding of their needs and intervene appropriately. The written statement has regard to current legislation and children's implemented individual education plans ensure each child progresses well.

Children have good self-care skills and are independent with toileting and personal hygiene. Children's independence is further developed as they select resources for themselves. There are many opportunities for children to express their ideas, thoughts and feelings during general discussions and play. They respond well to staff's open ended questions and extension of ideas within daily routines.

Partnership with parents and carers of children receiving funding for nursery education is good. Parents are provided with useful information about the setting and its provision. For example, parents receive a pack before their child starts which clearly outlines policies and procedures and the operational plans and they are encouraged to share what they know about their child through completing an entry profile. Parents are invited to termly appointments to discuss their children's achievements and progress using the assessments and observations carried out. They are actively involved in their children's learning by bringing in requested items from home for the topic table and joining in festivals and celebrations.

## **Organisation**

The organisation is good.

The quality of the leadership and management of the nursery education is good. Dedicated and caring staff are committed to offering good quality care. They attend relevant training to update knowledge and skills and performance management systems ensure that children are nurtured and protected by suitable adults. The group assesses their own strengths and weaknesses through successful monitoring and evaluation of practice to ensure children's progression towards the early learning goals is actively promoted.

Space is organised well to ensure children access a good range of fulfilling opportunities and experiences. Children's welfare is promoted well through the implemented policies and procedures that work well in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution.

Staff deployment and high adult:child ratio positively supports children's care, learning and play. The grouping of children at focussed times contribute to children's ability to fully take part in the setting.

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

### **Improvements since the last inspection**

At the previous care inspection the setting received three recommendations.

First, the setting was asked to ensure arrival and departure times of children are recorded. This has been achieved as registers are up to date and hours of attendance stated.

Second, staff were asked to ensure sufficient detail is included in the recording of children's existing injuries. Staff demonstrated through discussion that they have good understanding of the importance of recording existing injuries.

Third, staff were asked to obtain copies of relevant child protection guidance and procedures. Since the last inspection the policy for child protection has been updated. The setting is currently working on further updates and a recommendation given at this inspection to reflect the changes required.

At the previous nursery education inspection the setting received one recommendation. They were asked to continue to develop and extend visual labelling across all six areas of learning. Children have many opportunities to mark make, form recognisable letters and observe staff writing and labels are seen around the room on displays and equipment.

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

Since 1 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**

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):

- update the child protection policy to clearly identify procedures to be followed if an allegation is made against a member of staff or volunteer

## **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 understanding of the stepping stones to ensure plans show how the activities can be adapted to suit children of different ages who learn at different rates or who have particular needs.

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