



# Glen Street Playgroup & After School Club

Inspection report for early years provision

<b>Unique Reference Number</b>	226857
<b>Inspection date</b>	13 December 2006
<b>Inspector</b>	Hayley Lapworth
<b>Setting Address</b>	Glen Street, Leicester, Leicestershire, LE4 6NN
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<b>Registered person</b>	Glen Street Playgroup & After School Club
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care, Out of School 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 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?

Glen Street Playgroup and Out of School care opened in 1986. It operates from two rooms on two levels in a purpose built building in the Belgrave area of Leicester. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open from 09.15 to 11.45 and 12.30 to 15.00 during term time. The setting provides Out of School care at a breakfast club from 07.00 to 09.00 and an after school club from 15.00 to 18.00 during term time. A maximum of 26 children at any one time may attend the holiday play scheme which operates from 08.30 to 18.00. All children share access to a secure enclosed outdoor play area

There are currently 52 children aged from two years to under eight years on roll. The setting has provision for children in receipt of funded nursery education. The setting currently supports a number of children with learning difficulties and also supports a high proportion of children

who speak English as an additional language. The setting employs ten members of staff. Of these, nine hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's health is assured because hygiene routines are promoted. They are encouraged to wash their hands before snacks and after using the bathroom. Children are beginning to learn about how to keep healthy. For example, staff talk about good foods that give our bodies energy and they have regular access to outdoor play. This promotes their physical development. Drinking water is easily accessible to children. This helps to keep them hydrated and alert. Children's individual dietary and nutritional needs are considered when preparing snacks. For example, on some occasions they access fresh fruit and sandwiches.

Staff are qualified in first aid. Children benefit through efficient accident and medication procedures ensuring they receive appropriate treatment most of the time. This is achieved through records which detail any action taken and the care they received. Following administration of medication parents countersign the entry. This promotes the children's health through consistency of care. However, parental signatures are not always obtained following accidents involving children. As a result, parents are not always fully informed.

Children receiving funded nursery education are developing skills in manoeuvring their bodies. They have opportunities to equipment such as, 'the caterpillar tunnel'. Children spend considerable time climbing over, crawling through, hiding inside and moving around the equipment imaginatively. This contributes towards their physical development.

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

The provision is satisfactory.

Toys and resources are stored suitably. Children's independence is beginning to develop because the storage of resources allows them make choices from what they can see.

Risks of accidental injury to children are minimised. This is achieved because the staff have taken some steps to provide a safe environment. For example, sharp corners on tables have been cushioned and the kitchen is made inaccessible to children. This helps to protect the children from having accidents. Visitors to the setting are met by a member of staff and the overall security is secure most of the time. For example, a buzzer and intercom camera system is used to monitor access and registration of children is completed shortly after arrival. Therefore, children's safety is enhanced. However, during the busiest period of the morning when parents and children are arriving the system is ineffective. As a result, children's overall safety is compromised.

Children's welfare is effectively safeguarded by staff who have working knowledge of abuse and neglect. They are aware of local referral procedures and their general responsibilities. There

is a child protection policy in place which is easily accessed by parents and visitors. This includes the procedure to be followed in the event of an allegation made against a member of staff.

Children are beginning to learn how to keep themselves safe. For example, they are involved in practising the fire drill. There is a written fire drill, although, this is not always displayed. Therefore, this puts parents and visitors at risk in the event of an emergency.

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

The provision is satisfactory.

Almost all children are happy throughout their time in the setting. Most arrive keen to access prepared activities. Some children are independent in making choices. For example, they browse around and select what they would like to do. This enables them to develop confidence and make decisions for themselves. However, some opportunities for gaining skills in independence are missed during snack time, which compromises their development.

Children are at ease with the staff and their peers and are building relationships. For example, they communicate with their peers during play and are beginning to initiate conversation with staff. In creative activities they talk about what they are making and materials they are using. This means they are developing language and social skills and are learning how to express themselves. Staff ask the children questions which make them think, for example, 'what shape box do we need to make a television'.

Children's experiences are enhanced by the interaction of staff and their understanding of child development. As a result, children are beginning to learn how to relate to adults. Staff organise activities that relate to children's age and understanding. They are beginning to use the 'Birth to three matters' framework as a reference tool to provide a suitable range of activities. This means that younger children access valuable experiences that contribute towards their development.

### **Nursery Education.**

The quality of teaching and learning is satisfactory. The staff have a suitable understanding of the Foundation Stage and how children learn. This includes generating interest by demonstrating how to use materials and encouraging them to be involved and have first hand experiences. Planning is in the early stages, it includes opportunities for the children to develop in the six areas of learning enabling them to have appropriate experiences. Staff plan activities, some of which are adult-led and others allow children to learn from one another. Staff are beginning to consider how to extend learning for more able children, however, this is insufficient at present. This means that they do not benefit from additional challenge. Children's achievements are in the early stages of being monitored by staff. They are in the process of making observations with reference to the stepping stones. These are then used to inform children's assessment records, which show that they are beginning to make suitable progress towards the early learning goals.

Children are developing satisfactory skills in concentration, particularly when involved in experiences that stimulate their minds. For example, reading from a large book with large text

to their peers and making their own Christmas decorations. This encourages children to express their ideas creatively. They demonstrate pride in their achievements. Overall, children's behaviour is good. They are beginning to show respect for one another, this is best demonstrated by the way they listen when their friends are reading to them.

Children are beginning to communicate effectively in one to one and group situations. They talk about events in their lives and recent experiences, such as, telling the child care inspector that 'daddy has a mobile phone for his work'. They ask staff questions to find out what notices and labels say, for example, a sign saying 'milk time'. This displays their natural curiosity as learners. Children are beginning to develop early writing skills. This is achieved by regularly accessing appropriate writing implements. More able children competently write their own name on their work forming letters that are easily recognised. Some children are aware of the initial letter of their name.

Children are developing a satisfactory understanding of numbers, how to count in order and are showing signs of understanding early stages of calculation. They are encouraged to use number in a suitable variety of ways. For example, counting how many children are in the group during registration. Children are beginning to use mathematical language in the water play. They describe containers as 'full up'. They demonstrate their impulse to explore whilst they work with a member of staff on the computer. They discuss what they think might happen if they click on a particular area of a picture on the screen.

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

The provision is satisfactory.

Staff are aware of children's individual needs and backgrounds. They work effectively with parents to ensure that the needs of all children are met. This is achieved through the settling in procedure where parents are encouraged to stay and spend time with their children in the setting. This allows the children to become familiar with their surroundings and the staff to form relationships with the parents. Parents receive some information about how the group is run, in the form of policies and procedures. A written diary is shared between staff and parents, this ensures parents are kept informed about their child's care and early stages of education, promoting a consistent approach.

Staff have sufficient knowledge of working with children with special needs and are aware of other professionals that contribute to their care. They have secure understanding of monitoring, assessment, referral and the involvement of parents. This means that they are able to competently support individual needs and provide tailored care.

Children's spiritual, moral, social and cultural development is fostered. Children are beginning to learn about their own lives and others around them. This is best demonstrated through access to resources which depict positive images and their involvement in celebrating festivals. These include Divali and Christmas where they make creative decorations. This enhances their understanding of the world around them.

Children's behaviour is generally good. This is because the staff have a suitable understanding of managing children's behaviour. They are confident in their delivery of strategies for younger,

less challenging children. However, some staff struggle in their approach to managing difficult, more challenging behaviour. This means that some children are not learning how to play harmoniously, respect others and be kind. Children's self-esteem is suitably enhanced through the praise they receive from staff.

The partnership with parents and carers of children in receipt of nursery education is satisfactory. Staff are in the very early stages of implementing a process that includes children's parents to ascertain their starting points. This will then be used in the planning of activities. However, this is insufficient at present. Which means that planning does not necessarily relate to children's levels of attainment and the children's learning is compromised. The group hold consultation meetings with parents to discuss their child's progress, ensuring they are formally informed of their child's stage of development. Staff share their written observations and records that link to the early education curriculum. Parents have some opportunities to support their child's learning at home through the home and nursery link project. This means children have additional opportunities to learn with their parents to further enhance their learning. Some information about the Foundation Stage is made available to parents through a display board with examples of the areas of learning.

## **Organisation**

The organisation is satisfactory.

Children benefit from an environment that is suitably organised. This ensures they have access to appropriate learning opportunities inside and outdoors. Staff work together as a team and communicate with one another keeping one another aware of their whereabouts most of the time. Staff are deployed into areas effectively. This ensures the children are suitably supervised and makes children feel secure in their surroundings. The setting has a suitable operational plan in place, made up of policies, records and procedures. This contributes towards the smooth running of the service. However, some documentation is incomplete, which affects some areas of the children's safety. Recruitment and vetting procedures ensure that the staff have suitable qualifications and experience to work with children. Staff show a keen interest in moving forward and regularly access a range of training. Equal opportunities is applied, which means that all staff have chance to develop professionally. Over half of the staff team hold early years qualifications, which contributes to the quality of the setting providing the children with appropriate care.

The leadership and management of children in receipt of funding for early education is satisfactory. Leaders create a suitable setting steered by aims, objectives and job descriptions. They are clear about their roles and responsibilities. The manager is developing the setting's practice to ensure that all children have access to learning experiences that relate to the Foundation Stage and the early learning goals. At present systems are being developed to look at the effectiveness of the provision and to evaluate practice. Management are involved in providing aspects of nursery education and supporting staff. However, management of staff is ineffective at present. Formal supervision and appraisals are not in place.

## **Improvements since the last inspection**

Since the last inspection a number of actions have been addressed. Actions raised as follows. Ensure that all staff are informed and aware of the importance of good hygiene practice in order to prevent the spread of infection and those responsible for the preparation and handling of food are fully aware of, and comply with, regulations relating to food safety and hygiene. This has been addressed. Suitable practise is in place for food handling and eight staff have accessed training in this area. This promotes the children's health and helps to protect them against cross contamination.

To ensure children are encouraged to learn about personal hygiene through the daily routine. Suitable procedures for personal care are now in place. For example, children are encouraged to thoroughly wash their hands at appropriate times throughout the day. This helps the children to begin to understand how to care for themselves.

To ensure children are provided with regular drinks and food in adequate quantities for their needs. Drinking water is accessible and children were provided with ample amounts of food. This ensures their nutritional needs are being met.

To ensure care, learning and play meets the children's individual needs and promotes their welfare. Children's welfare is promoted and the range of play provided meets the children's individual needs. This contributes towards their learning and provides them with appropriate care.

Plan and provide activities and play opportunities to develop their emotional, physical, social and intellectual capabilities. Plans have been devised and are in the early stages of implementation. This is beginning to enhance their overall development.

To ensure Ofsted is informed of any significant changes to the premises. Ofsted have been contacted in relation to significant changes.

To ensure complaints made to Ofsted are recorded in the complaints log. There have been no further complaints made to Ofsted. However, discussion with staff provided evidence that they are aware of the procedure. This has a positive impact on the children's welfare.

To improve staff's knowledge and understanding of the Foundation Stage to support children's learning through their own involvement and use of language during all activities. All staff have accessed training in relation to the Foundation Stage, they are supporting children's learning and developing children's language during activities. This enables the children to reach their potential.

Ensure all activities are interesting, age appropriate and stimulate and capture children's interest. There are a number of activities which are interesting, stimulating and relate to the children's individual age groups. This enhances their concentration skills.

To extend the planning of focussed activities to provide differentiation in the learning intentions to ensure these are appropriate and meet the ongoing needs of children, providing sufficient

challenge for more able and older children. Staff discussed that they consider more able children. However, there was little evidence to support this. A further recommendation has been set.

To involve parents in the initial assessment to establish what children can already do. A system has been devised to include children's parents although not yet implemented. A further recommendation has been set.

To make more effective use of observations and assessments to record children's progress and plan for their next steps in learning. A procedure has been devised which staff are implementing. They are in the early stages of making observations and assessments. This helps to identify any concerns or progress in children's development.

To monitor the organisation of some areas, for example, role play and the grouping of children at all times to enable them to benefit from all activities. Grouping of children is monitored and areas have been re-structured to include the six areas of learning. This benefits the children's learning opportunities.

To develop secure systems to monitor the quality of teaching in order to ensure improvements are sufficient in helping children to make maximum progress in all areas of their learning. Systems have been devised and are in the process of being implemented to monitor the quality of teaching. This helps towards children making progress in their learning.

### **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**

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 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):

- make sure that children have opportunities to develop their independence, with particular reference to snack time



- ensure that the written fire procedure is displayed at all times and includes the roles responsibilities of staff and the system of security is effectively used at all times
- make sure that parents countersign records of accidents involving children at all times
- develop strategies that enable staff to deal with more challenging behaviour.

### **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):

- implement a system of children's initial assessments that includes parents to determine their attainments on entry to funded nursery education
- continue to develop activities so that older or more able children are consistently challenged to enable them to reach their maximum potential
- ensure that there are systems in place for staff appraisals and formal supervision.

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](http://www.ofsted.gov.uk)