



First Steps Christian Pre School Playgroup

Inspection report for early years provision

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| Unique Reference Number | 301948 |
| Inspection date | 07 December 2006 |
| Inspector | Ingrid Szczerban |
| Setting Address | 156-158 Bradford Road, Idle, Bradford, West Yorkshire, BD10 8SA |
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| Registered person | First Steps Christian 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 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?

First Steps Christian Pre School Playgroup was registered in 1990. It is run by a voluntary committee and serves the local community and surrounding areas. The setting operates from a single purpose built nursery playroom. An enclosed outdoor play area is available. Sessional care is provided from Monday to Friday, opening times are from 09.00 to 11.30 and 12.45 to 15.15, term time only. There are currently 48 children on roll, of which, over half are in receipt of nursery education funding for three and four year olds. There are procedures in place to support children with learning difficulties and who speak English as an additional language.

Three full time and two part time staff work with the children. Virtually all the staff hold a relevant childcare qualification. Two members of staff are currently working towards a higher level qualification. The group provides Christian teaching by incorporating Bible stories into the curriculum and the setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean and well maintained environment. The staff provide good support and guidance to ensure that children develop a good understanding of hygiene, such as encouraging them to wash their hands after toileting. Children are effectively protected from cross infection through the use of good hygiene practices and procedures. This includes the regular washing of equipment and a sickness policy containing exclusion periods for various childhood illnesses. All accidents are recorded, however, entries are not always consistent in the amount of detail given. Children's health is protected as staff hold current first aid certificates, but written consent from parents to seek emergency medical treatment or advice has not been requested.

Healthy snacks are given to the children, promoting their health and development. They have fresh fruit and milk to drink. Children have free access to water at all times in their playroom so that they remain healthy. Individual dietary needs are fully considered to promote their well-being.

Children enjoy a good range of planned physical activities, which contribute to their good health. They have regular access to physical activities outdoors, such as the use of balancing equipment, small bikes, hoops and bats and balls.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move around safely and freely in the well-organised setting. Bright, colourful posters and artwork make the environment interesting and welcoming for children. There are clearly defined areas within the play group room for messy play, role play and construction, this fosters the children's decision making skills. The messy play area provides a sink at child height which they use independently. Children play safely outdoors because the area is fully enclosed and an all-weather surface enables them to play out all year round.

Children are kept safe as potential risks are identified and minimised by staff through good practices. Staff comply with health and safety requirements to keep children safe. Access to the provision is monitored well through use of a bell and vision panel on the door to protect children from unknown visitors. Children learn how to remain safe and keep others from harm, as they practise the fire drill and are reminded not to throw toys.

Children use a wide range of safe, good quality, developmentally appropriate toys and equipment, which helps to keep them from harm. Toys are replaced regularly to ensure they are safe for children to use. Children initiate their own play freely because their toys and resources are stored and set out at child height, to enable self-selection and promote independence. Additional items are stored neatly in the storage room. This enables staff to ensure that children use developmentally appropriate resources and to rotate some of the toys to sustain children's interest.

Staff have a good understanding of child protection issues through some having attended training, ensuring that children are protected and their well-being is enhanced. Parents sign a copy of the child protection policy to confirm that they have been informed of the settings duty to report any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Staff provide a very good range of activities and play opportunities to foster all areas of children's development. Activities and resources in the playroom are age specific for children attending and these are all easily accessible ensuring children have free choice, which promotes independence. Children move between activities freely spending as much or as little time as they wish, depending on their interests. This ensures that children take responsibility for their own stage of learning by the ways in which they interact with materials available to them. The daily routine is varied and flexible, with times for children to have snacks and take part in activities both indoors and outdoors.

The interaction between staff and children is very good, ensuring that warm trusting relationships are developed and that children are very happy and settled. Staff spend all of their time playing with the children, giving support, using playful talk and encouraging them to explore their environment. Staff attend well to the care needs of children, for example, reminding them to go to the toilet when necessary.

Nursery Education

The quality of teaching and learning are good. All staff have good knowledge of the Curriculum guidance for the foundation stage, and of how children learn effectively. The planning is informed by observations and assessments of children's development. It clearly links to the stepping stones along which they are progressing towards the early learning goals. This enables staff to provide many challenging, interesting, practical activities to extend learning. Staff are patient, they listen to the children, respect their views and create warm caring relationships, which gives children a sense of belonging and boosts self-esteem.

Overall the children are making good progress in all areas of learning. They are happy to attend the setting and enter the playroom confidently, as they seek out friends or their favourite activities. They display high levels of involvement in the activities and spend a good deal of time at their chosen activities. Children are learning to share, take turns and be cooperative. This was demonstrated very well when three children taking turns at the computer helped and supported one another. Children learn to use the toilet independently and to put on their shoes and coats. However, the daily routines do not engage children in helping each other, such as serving snack or acting as monitors. Children are beginning to make good attachments to others in the group and have friends they like to be with. They speak clearly, confidently and have the self confidence to speak with others about their wants and needs. Children's emergent reading and writing skills are developing well. They can link sounds to letters and spell out their names using magnetic letters. More able children can recognise and write recognisable letters of the alphabet, particularly when they write their own names.

Children's progress in their mathematical development is good. They count well and more able children can recognise numbers up to 10. They talk about shapes in their play and some children are beginning to do simple calculations during singing and actions rhymes. However, there is limited use of maths in everyday play and in displays around the playroom. Children are beginning to find out more about the world in which they live. They observe and manipulate objects, rolling play dough and fitting screws into holes on the workbench. Children show great dexterity using the mouse on the computer. They easily follow a program to build a rocket. They learn about nature as they help to plant and tend flowers and shrubs in the garden area. Children develop a good understanding of their culture and beliefs as they pray in small groups for friends and relatives.

Children move freely with pleasure and confidence both indoors and outdoors. They negotiate space well and can adjust their speed to avoid obstacles when playing with dolls and buggies in the playroom. Activities are planned for children to develop a range of physical skills, such as running, jumping, climbing and balancing. Children confidently explore an excellent range of creative materials, such as paint, chalk, malleable materials, collage, pens, glue, sand and water. They freely access these materials to represent their feelings, thoughts and ideas. Creativity is expressed through song, children move to music and can clap out the rhythms of tunes to the accompaniment of a guitar. Children use their imaginations well in role play.

Helping children make a positive contribution

The provision is good.

Children's individual needs are very effectively met through a variety of means including information received from parents at the gradual induction of the child. Children with specific needs are very well supported. A good range of resources and planned activities positively represent diversity in society, and children celebrate a variety of cultures and music from around the world. This enables children to develop a positive attitude towards others and enables them to value similarities and differences.

The staff have a very good awareness of positive behaviour management techniques to enhance children's well-being. A strength of the setting is the extent to which children learn to share, take turns and learn about the consequences of their behaviour on others. Children are able to resolve minor conflicts without adult intervention. Lots of praise and encouragement is given to children, which boosts their confidence and self-esteem. This fosters their spiritual, moral and social development.

Partnerships with parents and carers are good. Children are cared for according to parents wishes which promotes continuity of care. There are extremely effective systems in place to ensure information is shared on a regular basis about the child's progress and daily activities, through daily chats and via the parent's notice board. For funded children child development records are kept up to date and fully discussed with parents on a regular basis. Parents are also actively encouraged to extend learning at home, thereby promoting and enriching the child's development. Clear information is available for parents about the setting, including policies and procedures, which enhances the care provided for their children. A regular newsletter is produced for parents informing them of future activities, events and any changes within the setting. In addition parents are invited to attend parent evenings and church events.

Organisation

The organisation is good.

Space and deployment of staff are used effectively to meet the needs of the children and enhance their well-being. There are effective procedures in place to vet staff to ensure that they are suitable to care for children. Adult child ratios are consistently maintained and staff are suitably qualified in early years.

The leadership and management of the nursery is good. Staff are extremely enthusiastic and have a high level of commitment towards continuously improving practice and their individual skills base. Staff enhance their practice by attending regular training courses and sharing this knowledge with other members of the staff team. The setting is pro-active in identifying their own areas for development and regularly seeks and acts on the advice and support from the local authority. This demonstrates a willingness to continually improve and has a positive impact on the care, learning and play provided. Regular staff meetings are held, which allows all staff to be involved in the planning and evaluating of activities. This means that all staff are aware of the general learning intentions of the activities. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Following the last inspection recommendations were made regarding documentation and sharing information with parents.

The setting has improved documentation to include the procedure to follow in the event of a child being lost during an outing, thereby enhancing safety for children. Parents are now made fully aware of the key person system and how it works, thus reassuring them that their child's individual needs are met.

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):

- request written parental consent to seek any necessary emergency medical treatment or advice
- record information consistently in the accident book, to include the date of accidents and the specific part of the body which has been injured.

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):

- extend the use of mathematics in everyday routines and the use of numbering on displays
- develop regular routines that involve children acting as monitors and create opportunities for them to help each other.

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