



Lees Pre School Playgroup

Inspection report for early years provision

Unique Reference Number	301966
Inspection date	17 October 2006
Inspector	Cynthia Walker
Setting Address	Lees Methodist Chapel, Haworth Road, Lees, Haworth, Keighley, West Yorkshire, BD22 9DL
Telephone number	07715258532
E-mail	AH014h4216@blueyonder.co.uk
Registered person	Lees 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 inadequate - notice of action to improve. The registered person does not meet 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?

Lees Pre-School Playgroup was registered in 1978. It is run from the Methodist Chapel in Cross Roads near Keighley. The group has use of one large playroom, toilet facilities and an enclosed garden area. It is a voluntary organisation and run by a committee, serving the local community.

Currently there are 33 children on roll aged between two and five. There are 17 children who receive funding for nursery education. Children attend a variety of sessions. There are systems in place to support children with disabilities.

The playgroup is open Tuesday, Wednesday, Thursday and Friday from 09.15 to 11.45 during school term time. There are five members of staff who work in the playgroup and over half of the staff holds an appropriate early years qualifications.

The setting receives support from the Pre-School Learning Alliance, Bradford under Fives Association and the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are well nourished and enjoy a good range of nutritious snacks which include fruit, cereals and toast, and are able to access to fresh drinking water throughout the session. Discussions with parents establish if children have a dietary need and these are clearly recorded, enabling the individual children's needs to be met.

Children's understanding of personal hygiene is reinforced as they are encouraged to wash their hands after going to the toilet and before snack. Staff demonstrate that children are suitably cared for if they have an accident or need medication because they follow appropriate procedures, though some accident records do not include a parent's signature. The policy for administering medication is presently being reviewed.

Children enjoy physical activity as they control the movements on the rocking boats and negotiate the use of a small climbing frame. The introduction of musical tapes encourages children to move with increasing control using their arms to turn and swirl. Photographs demonstrate children participating in an obstacle course and manipulating and controlling a large parachute. Children's physical development is supported by resources which include balancing equipment, a parachute and a selection of bats, balls and hoops.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

The procedures to safeguard the children are not reflected within the written statement on child protection. There is insufficient detail relating to the staff's responsibilities for reporting suspected child abuse or neglect in accordance with the Local Safeguarding Children Board procedures. There are no procedures to be followed in the event of an allegation being made against a member of staff. Staff have some awareness of the possible signs and symptoms of children at risk, though are not clear about their responsibilities.

Children are cared for in a warm and secure environment, however, although a risk assessment has been completed this has not been shared with the staff team. Discussions on how to cross the road on the way to playgroup and what to do on bonfire night enables children to understand some aspects of keeping safe. Children's understanding of fire safety is reinforced with regular fire practises.

The hall is creatively arranged to allow children to move spontaneously and independently around all areas of play and learning. Colourful displays both on the walls and on movable screens ensure all areas are welcoming to children. Children are accessing a basic range of resources which are appropriate to their age and stage of development, however, this restricts the rotation of equipment which enables children to maintain interest in some areas of play.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time in the group and arrive happy and eager to participate. The planning and assessment programme has not yet been adapted to include the needs of children under three, although there is some differentiation within the focussed activities. Children enthusiastically participate in a lively singing session and confidently respond to different sounds and join in with the actions. They demonstrate imagination as they line up the chairs and use a wooden spoon for the steering wheel, explaining that they are going on a trip to Leeds not Keighley town. Children concentrate well as they carefully select different ribbons and threads to weave through netting for a window display. They enjoy manipulating the play dough which extends to making ice creams and staff encourage a discussion around their favourite flavours, such as vanilla and chocolate. Staff actively praise children for their achievements, for example, as they complete jigsaws.

Nursery Education.

The quality of teaching is satisfactory. Children make satisfactory progress because staff have a reasonable understanding of their needs and provide a suitable range of activities and experiences. Clear assessment files are in place and include an entry record from parents and an initial assessment linked to personal, social and emotional development which is used to establish the children's starting points. All completed assessments record the children's next steps for learning and this information is incorporated into the future planned programme of activities. The opportunities for children to take responsibility for their own learning are affected by the level of adult directed activities within the routine. Staff use skilful questioning and constructive support to motivate and extend children's learning.

Children have a positive attitude to learning and are interested in the appropriate range of activities provided. They persist for long periods and maintain good concentration at activities, such as preparing snack and circle time. Children are confident communicators using language to recount their experiences, for example, whilst at Grandma's they explain that nuts are put out for the squirrels which they take away and hide and bury in the ground. Staff support children's recognition of letters with the use of simple phonics which is extended by rhyming and rhythmic activities. An attractive mark making area encourages children to make marks, with some children able to write their own names, however, the available resources are basic. Children reinforce their counting skills within the daily routines as they clap how many children are present and count conkers into numbered individual bags. Staff encourage children to use mathematical language, such as longer, shorter, heaviest and lightest; however, there are few opportunities to use simple calculation. Children are interested and enthusiastic about a variety of topics linked to autumn especially animals which hibernate and carefully put toy hedgehogs in a box and cover them with leaves for winter. There are limited opportunities for children to discover the use of every day technology and programmable toys to support learning. Displays reflected interesting self-portraits by the children which are inspired by the artist Van Gogh, however, activities to encourage children's individual creativity are not readily available.

Children are establishing effective relationships within the group and are developing an awareness of other children's feelings as they discuss feeling sad during a story.

Helping children make a positive contribution

The provision is satisfactory.

Children are developing a positive attitude to others through the provision of a wide range of resources and planned activities. There are effective systems in place to support children with disabilities, however, the policy for children with learning difficulties or disabilities is presently being reviewed. Discussions with parents establish children's individual needs, although the systems for recording these lacks detail.

Children's spiritual, moral, social and cultural development is fostered.

Children behave well as they respond to the clear and consistent explanations from staff. They play harmoniously together by taking turns at activities, such as the floor jigsaw and sharing resources whilst playing in the role play area. Younger children are developing self-assurance from close and effective relationships with staff. Effective settling in procedures enables children to become happy and confident within the setting.

Partnership with parents is satisfactory. Parents are actively welcomed into the group and receive sufficient information about the setting by a welcoming letter, newsletters from the committee and notice boards. There are opportunities for parents to be involved in their children's learning by being members of the management committee. Details of activities provided within the group, including photographs of children's involvement are displayed on the notice boards. Details on how these activities can be extended within the home to support children's learning have not been introduced. Information about their child's progress is shared informally with parents at the end of each half term and the ongoing needs of the children are discussed on a daily basis.

Organisation

The organisation is inadequate.

Although the provider maintains sufficient organisation in most areas; Ofsted has not been notified of significant changes to the management committee. As highlighted in Staying Safe, the child protection statement does not reflect the Local Safeguarding Children Board procedures. Therefore overall, the provision does not meet the needs of the range of the children for whom it provides.

Space within the group is well organised and enhances play opportunities for children. Although most of the required policies and procedures are in place, some only contain basic information and are presently being reviewed. Recruitment and vetting procedures are not individual to the setting and do not reflect the guidance to the National Standards, October 2005. Staff have a positive attitude to in-service training and basic staffing files are in place with appraisals being introduced in the coming year. The details of the management committee are not displayed within the setting.

Leadership and management is satisfactory. There is a relatively new staff team in place and they are establishing themselves as an effective working team. The new management committee are developing their links with the staff team. The leader and staff have a clear vision for the

education of children and what they want to achieve for the children. Although the focussed activities are evaluated, this is not reflected in the overall planned programme of activities. Staff are enthusiastic and have regular meetings to maintain consistency in improving outcomes for children. The group liaise closely with advisors from the local authority to improve the quality of education for the children they are providing.

Improvements since the last inspection

At the last inspection the setting were given three actions relating to procedures for lost and uncollected children, medicine records and child protection procedures. They were also given a number of recommendations which related to the attendance register, the visitors book, the key worker system, children's play opportunities and incident records.

At the inspection for nursery education the playgroup were given three key issues relating to the assessment system, resources to support technology and reading and the development of medium and short term planning.

Children's health, safety and well-being is being promoted by the introduction of a statement for lost and uncollected children, a visitors book which is maintained, a system for recording significant incidents and by keeping signed records of medication given to the children. A key worker system is not in place to ensure the children's needs are effectively met. The child protection statement does not reflect the Local Safeguarding Children Board's procedures and impacts on children's safety. Most accident records are shared with parents to support the health of the children. Children's learning is supported by independent access to all areas of play.

The planned programme of activities has been developed and continues to be reviewed. They include how activities are adapted to meet the differing needs of the children attending. The assessment records establish the children's starting points and tracks children's progress in relation to all areas of learning. The use of reading material on subjects, such as hibernation, increase children's understanding that books can be used for information. Resources are not in place to support the children's understanding of information technology.

Complaints since the last inspection

Since April 1 2004, Ofsted has received one complaint in relation to National Standards 2, 6 and 7. This involved an allegation about staffing ratios, including the level of supervision within the group and the recording of accidents. The complaint was investigated as part of the inspection and recommendations were raised. Ofsted was satisfied that the provider met the National Standards and remains qualified for registration.

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 inadequate - notice of action to improve. The registered person does not meet 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, the registered person **must** take the following actions:

- Ensure that the child protection procedure for the playgroup complies with the Local Safeguarding Children Board and includes procedures to be followed in the event of a staff member being accused of abuse
- provide an action plan stating how the provider will ensure adults providing day care are suitable to do so
- ensure that staff are aware of child protection issues and are able to implement the policies and procedures.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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):

- review teaching methods to enable children to take responsibility for their learning and improve their access to independent creative activities
- develop the evaluation of the overall planned programme of activities to ensure all areas of learning are addressed
- provide resources to support children's understanding of information technology
- increase opportunities for parents to be involved in their children's learning and review the system for sharing information about children's progress.

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