



## **Pentland Road Playgroup**

Inspection report for early years provision

<b>Unique Reference Number</b>	311397
<b>Inspection date</b>	10 November 2006
<b>Inspector</b>	Paula Fretwell
<b>Setting Address</b>	Pentland Road, Dewsbury, West Yorkshire, WF12 9JR
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<b>Registered person</b>	Pentland Road 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 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?

Pentland Road Playgroup has been registered since 1993 and is a committee-run organisation. The group are situated in the Saville Town area of Dewsbury. There are good transport links to surrounding areas, and shops, parks and schools are within walking distance. They serve families from the local and wider community. The group are accommodated in a community room within Pentland Road School. The children have use of one room, with their own adjacent toilet and kitchen facilities.

The group opens daily during school term-times. Sessions are between 09.00 and 11.30. The group are currently caring for 21 children from two years to five years and six children are in receipt of nursery education funding. The group welcomes children with disabilities and learning difficulties or those who speak English as an additional language.

There are three staff who work with the children, two of whom have a recognised childcare qualification. The group are members of the Pre-School Learning Alliance and they receive advice and support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's health is suitably promoted through policies and procedures which help to minimise the risk of cross infection. The environment is well maintained and clean and tables are sprayed with safe disinfectant before children eat their snack. Children all wash their hands regularly, although there is little discussion to develop their awareness of why this is important and not all children use soap. Children are not accepted into the setting if they have any contagious illnesses and clear information about this is shared with parents.

Children enjoy snack time and they are eager to join in with toast and fruit. Children discuss with practitioners what they have had for breakfast and they know that food makes them grow, saying things like 'Look at me, I'm bigger because I've eaten my toast'. Children enjoy milk or water to drink at snack time, although drinks are not freely available at other times within the session. Practitioners are very aware of children's dietary requirements and they work closely with parents to ensure their needs are met.

Children enjoy plenty of physical play and there are good opportunities for them to practise their skills in balancing, jumping and moving to music. Children use large items of equipment, such as slides and tunnels, and they enthusiastically join in with songs, such as 'Head, shoulders knees and toes' or 'Okey cokey'. Children benefit from opportunities to use the outdoor area and they enjoy going for short walks within the school grounds.

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

The provision is satisfactory.

Children play in a very welcoming, safe and secure environment. Practitioners are aware of children's security; doors are kept locked and they monitor access to the playgroup, only allowing children to be collected by those authorised to do so. Good reminders are given to children about safety in their everyday play, such as going down the slide without toys in their hand, walking nicely within the room and sitting properly on their chairs.

A suitable range of good quality toys and resources is easily accessible to children. Activity areas are set out to enable children to experience a wide range of resources and practitioners join in to make sure children play safely. Regular checks of toys and equipment ensure children are safe when playing with them and all resources offer appropriate challenges for the children's development.

Practitioners have an awareness of what to do in the event of a child protection concern, although no recent training has been undertaken to develop their knowledge. There is a policy

and procedure which is shared with parents, although this does not make reference to Local Safeguarding Children Boards.

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

The provision is satisfactory.

Children enjoy coming to the playgroup and they have good relationships with practitioners. Opportunities for children to learn through play are planned for and practitioners are aware of children's individual stages of development. Children are supported well as they leave their parents and carers and they quickly join in with the activities on offer. They benefit from many choices within the session as they engage in free play; continuous provision of sand, water, paint, role play, construction and the book corner provides children with a good range of opportunities to learn through play. Practitioners support children's individual needs as they join in to encourage their development and they use effective questioning techniques to encourage children to think.

#### **Nursery Education.**

The quality of teaching and learning is satisfactory. Children are making sufficient progress towards the early learning goals in all areas. Practitioners have some knowledge of the Foundation Stage, although limited training has been undertaken in this area. Some older and more able children are not sufficiently challenged within the activities on offer to them and they sometimes do not engage in purposeful play.

Children behave well and they are happy and sociable, making friends easily with others. They are capable of carrying out personal tasks for themselves, although opportunities for them to do so are limited. For example, practitioners put children's coats on for them and pour their drinks out, which prevents them from developing their personal independence within the routine.

Children's communication, language and literacy are developing well. They enjoy looking at books and attempting to write their own names. They write for a purpose, such as in the role play area they write a shopping list. Children whose first language is not English are spoken to in both English and their own language to reinforce their understanding of what is said. Children recognise their own names on their coat pegs and pictures and they know initial sounds, such as 'My name begins with A'.

Children count up to 10 and some beyond and they use mathematical language in their play. They have a good understanding of numbers and this is reinforced through plenty of counting rhymes and songs. Children are aware of sizes and they make comparisons, such as when building towers with the bricks. Practitioners use everyday opportunities to enhance children's mathematical development through play and conversation.

Learning about many different festivals and cultures develops children's understanding of the needs of others and children access a wide range of resources with positive images of different people. Children notice change, such as autumn leaves, and they are curious about the world around them. There are limited resources and activities to support children's understanding of

everyday technology to develop their knowledge and understanding of the world. Children show a good awareness of time and talk about significant events for themselves and their families, such as 'We had a big party for Eid' and 'I'm going to town to buy new clothes'.

Children enjoy a range of creative activities and they explore textures, colours and malleable materials. They experiment with materials, such as cornflour and water, and they enjoy making pizzas and chapattis with the play dough. Practitioners emphasise colour recognition in most activities and children are keen to show off their knowledge. Children thoroughly enjoy role play and they use the home corner very well, spending lots of time enacting various situations, such as making dinner or caring for babies. They enjoy listening to music within the session and they join in enthusiastically with singing time.

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

The provision is satisfactory.

Partnership with parents and carers is satisfactory. Children's needs are discussed with their parents and everyone is valued, respected and welcome in the setting. Arrangements for settling new children in are fully discussed with parents, and children who do not understand English are given plenty of reassurance in their own language. Parents are given adequate information about their children's care through verbal discussion, although there is no system for sharing children's education progress with parents. Information about the topic of the week is displayed on the noticeboard and information about the curriculum is on display for parents to read.

Children's spiritual, moral, social and cultural development is fostered. Children behave well; they listen to practitioners and show good manners and respect for one another. Successful strategies are used to promote positive behaviour, and children develop confidence through consistent praise and encouragement given to them. Staff show respect for all the children and speak calmly with them if minor disputes occur, which helps children to resolve any issues in a positive way.

Children are encouraged to learn about themselves and others through many positive images in books, resources and activities. Different cultural festivals are acknowledged and a detailed equal opportunities policy supports the setting's practice. Appropriate systems are in place to support children with learning difficulties and disabilities.

### **Organisation**

The organisation is satisfactory.

The leadership and management of the setting is satisfactory. A system for identifying strengths and weaknesses is beginning to be used for monitoring the effectiveness of the provision. The manager is very involved in the day-to-day care of the children. Appropriate recruitment and vetting procedures are in place and clearly understood to ensure children are well protected. An induction policy and procedure is implemented for staff to ensure they are aware of the requirements of their role. The setting works well with the advisory teacher from the local authority towards promoting quality for those receiving nursery education.

Children are grouped together for most activities and this does not always meet their needs. For example, at snack time the table is crowded and children become restless when sitting all together in the large group. At singing and story times, children wander around and this interrupts the concentration of those who wish to join in. Assessments of children do not show their progress towards the early learning goals; children have a file with samples of their work to share with parents, but this does not indicate what they know or can do and does not show the next steps in their learning.

Policies and procedures mostly reflect the current practice of the playgroup and staff are aware of these, and routine documentation is in place to support the running of the setting. Staff work very well as a team and communicate effectively with each other to share the responsibility for the children's care within the group. They exchange useful information which helps to ensure children's individual needs are met and staff to child ratios are satisfactorily maintained throughout the provision.

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

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

At the last care inspection the provider was asked to develop documentation to ensure staff files contain sufficient information and to develop the operational plan and the policy for child protection. This has been done and all documentation is in place to ensure children's safety and well-being.

The provider was also asked to consider the organisation of children at snack time and the end of the session. This has been partly addressed, although the grouping of children at snack time remains an area for improvement at this inspection. It was recommended that staff's knowledge of the Code of Practice and of child protection procedures was improved. Staff are all aware of the Code of Practice, although improving their knowledge of child protection procedures remains a recommendation at this inspection.

### **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:

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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):

- develop effective procedures for hand-washing and children's understanding of hygiene practices
- ensure children have access to fresh drinking water at all times
- ensure the child protection policy has up to date information and develop staff's knowledge and understanding of the procedures
- ensure that challenges for children are appropriate and meet their development needs (also applies to nursery education)
- ensure the grouping of children meets their individual needs, particularly at snack time and story time (also applies to nursery education).

### **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):

- develop staff's knowledge and understanding of the Foundation Stage and the stepping stones to children's learning
- develop the assessment and recording of children's development to show the progress they are making towards the early learning goals and devise a system for sharing children's progress with parents
- provide more opportunities for children to explore everyday technology to support their knowledge and understanding of the world
- provide more opportunities for children to be independent within the routine and in their personal care.

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