



## New Life Pre-school Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	322039
<b>Inspection date</b>	05 December 2006
<b>Inspector</b>	Hilary Mary Mckenning
<b>Setting Address</b>	42 George Street, Wakefield, WF1 1DL
<b>Telephone number</b>	01924 385916
<b>E-mail</b>	
<b>Registered person</b>	NEW LIFE PRE-SCHOOL COMMITTEE
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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?

New Life Pre School Playgroup opened in 1976. It operates from a main room within the church in the centre of Wakefield. The group serves the local community.

There are currently 57 children from two to five years on roll, including 37 children receiving nursery education funding. The group opens Monday to Friday during school term times. Sessions are from 9.00 until 16.00 hours. Children attend for a variety of sessions.

There are eight members of staff working with the children most having an early years qualification. The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children take part in and enthusiastically enjoy a broad range of activities that contributes to keeping them healthy. They effectively use indoor and outdoor activities on a daily basis to develop their physical skills; enjoying climbing, balancing and playing ring games. Children manipulate small tools well, such as scissors, pencils, glue spreaders and paint brushes to successfully develop their fine motor skills.

Staff provide many opportunities for children to talk about being healthy, through the use of projects, displays and planned topics. Children are developing a good awareness of a healthy diet, as staff talk to them about healthy eating as part of the daily routine. They enjoy 'tasting days' to try new foods, such as a wide range of fruits and snacks. Children demonstrate a clear understanding of their likes and dislikes, such as at lunch time talking about liking fruit and yoghurts. Children are starting to know personal needs. For example, when they want a drink, competently helping themselves to water from the jug. Staff take into account children's individual dietary needs and plan accordingly, when preparing and planning snacks.

Children are cared for in a warm, clean environment, where effective methods ensure they develop good personal hygiene practices, such as hand washing before snack and after messy play. They understand the importance of good practice and demonstrate it in their play and activities. For example, reminding each other where the tissues are.

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

The provision is good.

Children are cared for in a safe and secure environment where risks are minimised. They move confidently around the space available, developing their independence and learning to keep themselves safe. Children understand not to run indoors and take care when climbing, as staff sensitively remind them of good practice. Regular discussions and topics help children learn about keeping themselves safe and builds on their awareness. Experienced staff effectively ensure that the premises are safe and secure by monitoring all visitors to the setting.

Children's welfare is protected as staff fully understand their responsibilities for protecting children and how to keep children safe. However, the child protection procedures lack the required detail.

Children make independent choices of activities from a broad range of easily accessible resources and request anything they cannot see. Furniture is of a suitable design, conforms to safety standards, and helps to create an accessible and stimulating environment. Well planned areas allow them space to be quiet, use their creativity, extend their imagination and develop their play.

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

The provision is good.

Children enjoy their time at the pre-school. They make good progress in all areas of development, as knowledgeable staff plan activities and experiences that keep children interested and motivated. Staff effectively use the curriculum guidance for the Foundation Stage to provide good quality care and education.

Children are well settled, happy and secure, as they enthusiastically undertake a wide range of meaningful activities. They are confident and interested in their surroundings, establishing very good relationships with staff and children alike. Children actively make choices about their play, selecting resources and undertaking tasks from the broad, challenging and stimulating range available. They demonstrate good independent skills making decisions about what to do. They confidently put on aprons to paint and help themselves to a broad range of quality resources.

Staff consistently respond to the children's individual needs and adapt activities to follow their ideas and suggestions. Children are encouraged and supported to extend and try out new skills. They receive high levels of support from staff, who use observations and their knowledge of the children to build on what they can do to extend activities at the child's own pace.

### **Nursery Education**

The quality of teaching and learning is good. Staff's good knowledge of the Foundation Stage ensures that children progress well in all areas of development. Children are interested and motivated to learn through well planned and spontaneous activities and experiences. They use their imagination very well during role play activities, organising the taking of photographs following special events. They show good concentration skills when using tools and materials, such as glue and glitter when making collages and wooden bricks to construct models.

Children are confident speakers and listen intently to each other when playing and in groups when they reflect on what they have done at the pre-school. They share experiences, talking about home, holidays and birthdays with enthusiasm. Staff listen with interest to what the children say, offering support and suggestions to enhance their experiences.

Children are very confident and engage well with each other. They welcome visitors, asking why they are here and what they are doing and are eager to share their achievements and negotiate roles in games. They play well together and alone to enthusiastically progress their ideas.

Behaviour is very good and reflects the staff's high expectations. Children take turns and share, learning how to manage their own behaviour and respect for others. They are encouraged to help each other by showing less able children how to use equipment, such as the digital camera. They enjoy learning about the lives of others through topics and planned activities. Children are introduced to number through counting and sorting, singing and ring games.

Observation systems are in place that effectively monitors children's progress. These observations are used as an aid to planning, although more able children are not always sufficiently

challenged. Children are successfully guided to make good choices, with staff responding to their ideas and suggestions. However, they do not always undertake additional opportunities to further extend their independence, such as at snack time. Staff demonstrate a secure knowledge of the early learning goals, and use this to plan a broad-based curriculum to include all areas of learning. They effectively use open ended questions to extend children's language, develop their thinking and value what they say. They use reflection times to encourage children to think about what they have done, and talk to each other about their day. Attractive and well presented displays of the children's work successfully contribute to promoting their self-esteem.

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

The provision is good.

Children build strong and respectful relationships with staff and each other. They show good self-esteem, confidently ask questions and actively make choices. Children are warmly welcomed by sensitive staff who value their individuality. They receive praise and encouragement for achievement and attempts. For example, when helping to tidy away and finding shaped objects, such as rectangular benches and circular flower pots outdoor to match cards. Well planned, meaningful activities and resources help children become aware of similarities and differences, which in turn increases their understanding of the wider world. Children enjoy exploring outdoors to broaden their knowledge of the environment. Books, toys and photographs show positive images and help children share their home experiences with each other.

Children's behaviour is very good and reflects the staff's high expectations. Children understand clear and consistent boundaries, demonstrating care and respect for each other. They share, negotiate and take turns when playing games and using equipment, such as when taking photographs with the digital camera. Children follow good role models, as staff show care and consideration for others.

Partnership with parents and carers is good. Staff ensure parents are kept well informed about what their children are doing at pre-school and are continuing to develop systems that share information on a daily basis. The pre-school values parents involvement. Parents and staff work well together to meet the children's needs. They receive good quality information about the setting and in turn share their knowledge of the children. Parents have their own notice board where they can access information. Parents are routinely informed as to how children progress using the stepping stones to reach the early learning goals. Parents confidently approach staff and demonstrate a high level of satisfaction and support for the setting. The children's spiritual, moral, social and cultural development is fostered.

### **Organisation**

The organisation is satisfactory.

Children are cared for in a homely environment where they can move around and explore freely. Children benefit from the cohesive staff team who are suitably qualified to undertake their role and identified ongoing training to keep them updated. A comprehensive range of policies and procedures are in place to promote good practice, care and learning of children, which contributes to their well-being.

Leadership and management is good. The organisation and quality of the educational provision ensures that children's care and learning is well supported. The staff team share a sound knowledge and understanding of child development and an appreciation of good early years practice. They work well together following effective procedures that monitor and evaluate the provision. Most documentation required is in place, however some lack detail. Overall, the provision meets the needs of the range of the children for whom it provides.

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

At the last inspection the provider was required to address issues relating to recording and organisation. The provider now has a detail register reflecting the staff's attendance and the home time.

The provider was also required to address the organisation and presentation of home time and mark making areas. This has been undertaken and the session is now organised to promote children's behaviour and marking making materials are in place in a variety of activities. Children now have access to a variety of resources to promote design technology.

### **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):

- up date child protection policy in line with Local Safeguarding Children Board
- ensure all accident and medication records are countersigned by parents.

### **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):

- consider offering children additional opportunities to extend their independence (also applies to care)
- develop planning to ensure appropriate challenge for more able children.

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)