



All Saints Childwall Playgroup

Inspection report for early years provision

Unique Reference Number	503966
Inspection date	20 November 2006
Inspector	Margaret Patricia Mellor
Setting Address	Childwall Abbey Road, Liverpool, Merseyside, L16 5EY
Telephone number	0151 738 0607
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Registered person	The Parochial Church Council
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 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?

All Saints Playgroup was registered in August 2001. It is a voluntary organisation run by a management committee. The playgroup is based in All Saints Church Hall situated in Childwall, Liverpool. Children use the main hall and an adjacent room for their care and play experiences. There is a secure, fully enclosed garden for children's outdoor play. They primarily serve children living in and around the local community.

The setting is registered to provide sessional day care for a maximum of 28 children aged from two to under five years at any one time. It operates during term time on Monday to Friday from 09.15 to 11.45. There are six children on roll aged from two to four years. Of these three children receive nursery education funding.

The setting employs three staff to work with the children. All staff have a relevant child care qualification. They receive support from Sure Start Services of Liverpool Children's Services and an early years teacher advisor. They are a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's dietary needs are met and parents' wishes respected so children remain healthy. They have plenty of healthy snack options, such as cheese, crackers and wholemeal bread/toast with marmite. Children are encouraged to try a variety of fresh fruits during the week increasing their awareness of a range of different tastes and textures. Staff are keen to share healthy eating ideas with children through discussion and planned activities, such as making fruit jelly. Children have a drink of milk or water with snack and confidently ask for a drink as they play. However, drinking water is not made freely available for children to access for themselves when thirsty or after exercise.

Children's health is safeguarded as staff are well informed of health care issues, for instance, wiping down surfaces, nappy changing and cleaning the toys. This helps to prevent the spread of cross-infection, promoting children's well-being. Children develop their awareness of basic personal hygiene through their playgroup routine. They know that they wash their hands before snack or baking and after going to the toilet. Children build on their awareness as they sing songs about how to brush their teeth and through staff's gentle reminders to put nose tissues in the bin. Staff act in children's best interests when they are ill and store medication in an accessible place out of children's reach. Two staff have a relevant first aid certificate and the contents of the first aid boxes are regularly reviewed so that children's minor injuries are dealt with appropriately.

Children benefit from regular activities that encourage them to be physically active. They love to play musical statues, ride on wheeled toys and run in the fresh air, promoting children's coordination and spatial awareness skills. Staff encourage cooperation and participation through the effective use of group games and resources, in particular balls and bean bags. Children relish tactile and manipulative activities, such as cutting, painting and threading beads. This means that children further develop their fine motor skills through fun, play and learning experiences.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play with a satisfactory range of toys and equipment that are suitable for their age and stimulate enjoyment. Although, there are few resources that promote children's balancing and climbing skills. The resources are maintained well because staff follow appropriate health and safety procedures so children remain safe. Children have plenty of fun as they eagerly pursue interests that appeal to them and often encourage others to join in with them. Children relax in comfort with their peers because the furniture and comfy floor cushions are suitable for the range of children who attend.

Children learn some aspects of safety as they listen to stories about stranger danger and through discussions with staff about not swinging on chairs or playing on the stage. Staff give clear explanations to children as to why they must stop what they are doing, for instance, they may hurt themselves. Children's awareness of personal safety, however, is not fully extended as they do not practise what to do in the event of a fire.

Children are cared for in a warm, safe and secure environment. Children's well-being is safeguarded because staff closely supervise them and monitor access to the premises when visitors or parents arrive. This is well supported by effective procedures for the collection of children in an emergency. All the necessary safety equipment is in place and staff carry out a daily visual risk assessment of the premises and equipment to effectively address any areas of concern. Children enjoy playing in the secure enclosed garden, which minimises the risk of children accidentally injuring themselves. Children's protection is generally well assured as staff have a sound understanding of child protection issues and the steps to take to safeguard children. This is supported by the detailed child protection policy.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are making satisfactory progress in all areas of development. Their personal, social and emotional development is promoted well. They are very happy, relaxed and eagerly enter the playgroup, which is welcoming because staff have set out a variety of toys and activities. Children have plenty of opportunities to join in activities as they do puzzles, play board games and paint. They are gaining confidence as they build relationships with each other and staff who spend time talking, listening and playing with the children. They are becoming more confident communicators as they initiate conversations, sing rhymes and join in discussions at story time. Children are listened to by staff, and as a result are confident to make their needs known to the adults.

Children have lots of fun in the playgroup because they are involved in a range of activities, which actively engage their interests. This is supported well as staff are beginning to use the 'Birth to three matters' framework to develop their understanding of how younger children progress and develop. Children's physical skills are promoted by using wheeled toys and eating with spoons or their fingers at snack time. They listen to stories and look at books and sometimes recite numbers, shapes and colours when playing. Children explore a range of media as they listen to music, taste different fruits and respond gleefully as they run their fingers through the water.

Nursery education.

The quality of teaching and learning is satisfactory. Children are making sound progress towards the early learning goals. Staff are enthusiastic in their approach and interact with children well, motivating their learning and play. They communicate in a clear, concise manner and ask questions to encourage children to use language for thinking. Children are interested and happy in their play. They share and take turns and are developing a positive attitude to learning. Staff plan and provide a range of activities, but they do not fully evaluate planned activities to establish that the learning objectives are being met. Staff assess the children's development

and have begun to record their progress, however, they are not used effectively to inform future plans.

Children develop appropriate levels of personal independence. They self register as they arrive and put their coat on at going home time. Children's independence, however, is restricted due to limited child height storage for them to freely access and replace toys. Children communicate well with each other and adults. They talk fondly about their family and where they go on holiday. Children enjoy listening to stories and use books well to develop an interest in print. They begin to recognise letters and their name cards but there is little other print around the room and no mark making area. This means that children's understanding that print carries meaning is not fully extended. Children are developing well in their mathematical skills. They confidently count the number of counters and learn to recognise the corresponding numeral on the dice. Staff encourage children to count during practical activities and use mathematical language when building with large and small blocks.

Children's imagination is fostered well. They eagerly participate in a wide range of creative activities, such as dressing up, role play in the home area set up as a shop and making models with play dough. They develop an appreciation of the wider community as they play with the toys and celebrate festivals. Children have a strong sense of belonging and are proud of their achievements, which they eagerly share with others. They learn about living things as they hunt for snails, worms and spiders as they play in the garden. Children begin to learn about technology and respond with gusto as they play with toy telephones, cash registers and clock-work toys.

Helping children make a positive contribution

The provision is satisfactory.

Children are warmly greeted as they arrive and settle quickly. They are very comfortable with staff and respond warmly to them, fostering children's sense of belonging. Children happily select activities, which help to make the environment relaxed and attractive to children. They are encouraged to develop positive attitudes towards others as they play with the multi-cultural resources, small world toys, dress up, look at books and do puzzles. They enjoy celebrating a range of festivals, such as Harvest and Chinese New Year. Children attend from different family backgrounds and activities are none gender specific further promoting children's understanding of equality issues.

Children's individual needs are met so all children are included and happily join in the activities. They are busy and involved in their play and as a result behave very well. Children are encouraged to feel good about themselves as staff use plenty of praise and encouragement to acknowledge what children have done well. Staff are very polite and attentive encouraging children to express their interests and talk about what they are doing. Children are developing their social skills as they begin to understand what is expected of them. They are very courteous as they spontaneously say please and thank you. Children share resources well and are supportive of one another as they willingly take turns. They are confident to relax in staff's presence, for instance, as they sit together and chat at snack time. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is satisfactory. Parents are warmly greeted as they come into the setting and engage in easy conversation with staff about their children's activities and interests. They say that they are very happy and satisfied with their children's care environment. Staff share information about the setting through discussion and regular newsletters helps to keep parents up to date with activities. Parents may have access to their child's development records, but there is no formal procedure for parents of children in receipt of the nursery education grant to meet with key-workers. Information about the Foundation Stage is discussed informally and there is little written information for parents about the children's learning programme or early learning goals.

Organisation

The organisation is satisfactory.

Children are cared for in a safe, comfortable and suitably equipped environment because staff have a commitment to the development of the service. This is supported by effective procedures so that non-vetted persons are not left unsupervised with children. Staff have prepared written policies and accessed training, such as first aid and child protection, which helps to safeguard children's welfare. However, parents are unclear about the role of the regulator in investigating complaints, and the complaints records are not in line with new guidance. All the daily documentation is in place, stored appropriately and made available for inspection.

Children benefit from the appropriate adult support and the experience of the qualified staff. They are cared for in a family group setting and every child has a named key-worker so that children's experiences are happy and positive. Staffing ratios exceed requirements affording high levels of individual and group support for children. There are satisfactory systems for the recruitment of adults who care for the children, although the induction procedure is less rigorous. Staff are enthusiastic about their own self-development through regular attendance on child care courses, for instance, toxic children and outdoor play. Children engage in purposeful activities enhanced by staff knowledge of child development. They are assisted to develop their independence and build on their friendships because staff have organised activities to meet the children's needs. Regular team meetings help staff to share ideas, contributing to the quality of care offered.

The quality of leadership and management of the nursery education is satisfactory. The management are aware of the playgroup's strengths and weaknesses, and are keen to improve. The staff team is effective and help older children make steady progress. Staff receive support from an early years teacher advisor who helps to monitor and evaluate the plans.

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

Improvements since the last inspection

At the previous inspection three recommendations were raised to meet the National Standards and improve the quality of care offered. These referred to organisation, safety and health. The provider has reviewed the children and staff registration procedures, introduced systems for recording incidents of physical restraint and notifying the regulator of infectious or notifiable diseases. This has safeguarded children and improved the quality of care offered.

Two recommendations were also raised to improve the quality and standards of nursery education. These referred to the children's development records and displaying print. The provider has introduced children's development records in relation to the stepping stones around the six areas of learning, and started to display print. This has improved the quality and standards of education.

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 complaint 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):

- make drinking water freely available to children at all times
- provide an appropriate range of resources that help to promote children's physical development
- improve children's understanding of the emergency evacuation procedure
- improve the staff induction programme; make available a copy of the complaints procedures to parents; and review the complaints records.

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):

- continue to improve opportunities for children to learn about the importance of print and to explore writing for themselves
- continue to develop plans, evaluate activities and use the children's assessment records to inform future plans

- improve information for parents on the children's educational programme and opportunities to meet with staff to discuss their 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