



## Drifffield Methodist Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	314615
<b>Inspection date</b>	16 January 2007
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<b>Registered person</b>	Drifffield Methodist 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 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?

Driffield Methodist Playgroup has been registered since 1973. It operates from a church hall which is situated in the town of Driffield. It is managed by a voluntary management committee and is a member of the Pre School Learning Alliance. The facilities include a main play room with adjacent smaller room and an enclosed area for outdoor play.

The group is registered for a maximum of 34 children under five years. Currently there are 89 children on roll, of these 54 are in receipt of nursery education funding. The playgroup is open Monday to Friday from 09.00 to 11.30 and 12.30 to 15.00 every afternoon, except Thursday. The playgroup only operates in term time, children attend from the local and surrounding areas. The group currently supports children with learning difficulties and physical disabilities, and children for whom English as an additional language.

There are eight members of staff employed, seven of these have a relevant childcare qualification and one staff member is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children manage their personal hygiene effectively. There are picture signs displayed to ensure children wash their hands thoroughly each time they visit the toilet. Staff are very pro-active in displaying information on the care of children who are sick and when it is appropriate for children to return after an infection. The staff manage all aspects of the setting's health and hygiene practices in a consistent and effective way. This approach minimises cross-infection and enables the children to be confident in accessing and using all the facilities provided for them.

The setting provides the children with daily snacks. The setting receives funding for a selection of fruit to be provided on a weekly basis from the local greengrocer. This offers the children two different fruits at each session, such as pears and apples. The children have other opportunities to try a variety of foods as part of the staff's approach to developing healthy eating, which the children enjoy. Details of allergies are recorded and all staff are informed to ensure this is managed effectively. Children have drinks made available throughout the session.

The children have access to an outside area, which is used most of the year. The hall provides space for larger equipment to be accessed by the children all year, to ensure they have regular opportunities for managing and developing their physical skills. The children climb, balance and use a variety of tools to extend their small muscle skills very effectively through their everyday activities.

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

The provision is good.

Staff provide a welcoming and happy atmosphere for both children and parents. The facilities are clean and provide the children with appropriate space to move around freely and confidently. The varied range, selection and quality of resources and equipment in place for the children is excellent. These offer the children a balance of activities in their play and reflect their developmental and learning needs very effectively.

The safety of the children is managed very well. The staff are vigilant in their approach in all areas of the setting. Risk assessments are carried out and reviewed as required, the detailed policy in place supports staff in their approach. Children have opportunities to practise crossing the road safely through going on walks in the local area. Visitors to the setting enable the children to see and talk with people that help us, such as the police and fire brigade. Children are aware of using tools safely in their play and to take responsibility to tidy up. Regular fire drills are carried out which enable the children to know what to do in an emergency. Children's safety and welfare is managed effectively by the staff. They are fully aware of their duty to the

children in relation to their protection and the procedures to follow should they have any concerns.

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

The provision is good.

Children come into the setting interested and eager to be involved. There are well planned activities and a very good range of resources provided for them and the children enjoy choosing what they want to do. Staff are implementing the 'Birth to three matters' framework to ensure the younger children's needs are supported and managed effectively. However, the organisation of the session does not maximise all the children's ongoing access to the resources and activities in place. The children have a key-worker who is consistent throughout their time at the setting, this enables them to develop a positive sense of belonging and self confidence. Staff know the children well and time is well managed to ensure children can chat and have cuddles when needed.

### **Nursery education**

The quality of the teaching and learning is good. The children have a positive attitude to their learning and are interested in what is provided for them. They play well together and on their own with a broad range of appropriate indoor and outdoor activities which provide good levels of challenge. Staff are well informed of the process of the children's learning and development through their sound understanding on the Foundation Stage and how children learn and progress. Children demonstrated a positive level of concentration in what they were doing, for example, in the construction area where their own ideas and designs were very good. Staff offer the children effective support and guidance as needed.

Children are confident in their surroundings and this promotes their independence appropriately in most areas of the provision. There are ongoing opportunities for the children to communicate both with each other and staff. There are comprehensive resources in place which encourage the children to mark make and develop their writing skills effectively. Children are developing their use of phonics and letter recognition, this is evident when writing their names. There is a good selection of books for the children to access on a daily basis. The children enjoy listening and participating in the stories at story time. The use of numbers is part of the children's everyday activities. They are confident in counting and in the recognition of the written number and the sequence they follow. This supports the children in using mathematical language, such as more or less, to have knowledge of weight and volume and to identify shapes.

Visitors attend the setting and this provides the children with a sense of their community. The children visit the local shops for additional experiences. They grow plants, and animals come into the setting which provides the children with an understanding of what is required to care for them. Children are competent in using the computer which has a good selection of learning programs for them. Children have appropriate time to be creative and to use a variety of materials, including their senses. There are various resources to promote children's role play and imaginary experiences through dressing up and setting up an opticians. Children are confident in expressing their ideas and what materials they want to use, such as when making

collages and junk models. Music and movement is well received by the children and they enjoy singing songs and nursery rhymes.

Staff in their key-worker role observe and assess the children's ongoing progress. This is managed well as a team to ensure all children's individual needs are well supported, extended and recorded in future planning. Children as well as parents have access to their files. These provide additional evidence of their achievements and the children decide whether their work goes into their file or goes home.

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

The provision is good.

Children's behaviour is managed with sensitivity and care. Children are well supported and manage the routines well. Staff provide the children with positive role models through their calm and respectful approach with each other and the children. The children take appropriate levels of responsibility, such as at tidy up time, and all have a job to do. Children are positively encouraged and praised, and 'smiley' stickers are provided for the children which promotes good behaviour in all areas. Taking turns and being kind to each other is promoted effectively to build the children's confidence and self-esteem. The staff listen to the children and support them in understanding their behaviour, and help them to manage this appropriately in their activities with each other.

The children have a good range of resources and activities that provide positive images of the wider world. Their individual needs are understood and valued by the staff. Children for whom English is an additional language are supported, and staff work with parents to ensure they are inclusive in their approach with all the children who attend. Visitors are welcomed, to enable the children to develop their links with the community in which they live. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. They are provided with a detailed prospectus that provides a range of information on the care and education their children receive. Contact with parents is provided at each session by the staff. There is a well managed key-worker system in place that offers both the children and parents continuity and ensures they are kept up to date about their child. The noticeboard provides additional information on the activities their children will participate in and how these link the early learning goals. The children's individual assessment files are always available each day, for the parents to access and look at their children's progress. The displays around the hall also provide additional insight for parents on the topics the children participate in and their contribution to this.

### **Organisation**

The organisation is good.

The setting is managed and organised very effectively. The safety and welfare of the children is well promoted by a committed staff who are motivated and continue to develop their provision. The key-worker system is effective and provides continuity for the children and this enables them to settle in. There are detailed policies and procedures established which promote positive

practice and these are shared with parents. The recruitment and selection of staff is robust in approach, to ensure staff employed are appropriately checked and suitable. Documentation and records in place provide relevant details in relation to the children and their families.

Leadership and management is good. Staff work well as a team to provide a positive and harmonious environment for the children to play and learn. Staff attend ongoing training, such as 'Birth to three matters' and first aid. Their self development is monitored through regular staff appraisals. The committee and staff have regular meetings and this provides a joint approach to the development of the setting. Funding is sought to ensure the range of provision continues to extend and develop in the quality of care and education it provides for the children. However, the evaluation and monitoring of both the care and education is not consistent in how this is recorded and made available. Overall, the provision meets the needs of the range of the children for whom it provides.

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

At the last care inspection the provider agreed to ensure good hygiene practices were in place in relation to children washing their hands appropriately, they also agreed to ensure the safeguarding children policy includes allegations made against staff, and to improve the variety of snacks provided.

There are clear systems and routines in place for the children to wash their hands throughout the session. This is effective in ensuring positive hygiene practices are carried out with the children. The staff and committee have a clear and detailed safeguarding children policy in place that includes procedures in relation to allegations made against staff. This ensures the ongoing safety and welfare of the children attending. The range of snacks provided for the children promote healthy options on a daily basis. The children have a good selection of fruit and other nutritious snacks. There is a menu displayed that informs parents of what is provided.

At the last education inspection the provider agreed to ensure the planning and organisation of the sessions enabled children to make choices and develop their own ideas;, and to develop the range of opportunities for the children to develop their creative skills.

The setting has developed their planning and the selection and range of resources and activities the children access in the daily session. Staff continue to develop the organisation of the session to enable the children to have continuous access to all areas of play and learning. There is a positive selection and range of creative activities and resources for the children, which are also being reviewed to ensure children's skills and ideas can be extended more effectively throughout the session.

### **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 can be seen 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):

- ensure the organisation of the session provides the children with continuous opportunities to access all resources and activities (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):

- make improvements as indicated in the care section above
- further develop and formalise the systems for the monitoring and evaluation of the care and education provided.

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)