

# Boothroyd Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	500880
<b>Inspection date</b>	09 March 2007
<b>Inspector</b>	Dawn Lumb
<b>Setting Address</b>	SureStart/Boothroyd 0-5 Unit, Temple Road, Dewsbury, West Yorkshire, WF13 3QE
<b>Telephone number</b>	07837 273835
<b>E-mail</b>	
<b>Registered person</b>	Boothroyd 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?

Boothroyd Playgroup was registered in 2001. It is located in Dewsbury and is accommodated in Boothroyd Junior and Infant School. It is run by a management committee.

The playgroup operates from one large room; toilets are shared with reception class children. There is a designated outdoor play space that is shared with reception class children, and children can use the associated playground areas when available.

It is registered to care for 24 children. There are currently 55 children on roll. There are 33 three-year-olds and 23 four-year-olds in receipt of nursery education funding.

Children attend a variety of sessions. The playgroup is open five days a week during term time. Sessions are from 08.45 to 11.15 and from 12.45 to 15.15. The playgroup supports children with learning difficulties and disabilities. The majority of children speak English as an additional language.

The playgroup employs seven staff to work directly with the children; five part time and two full time. Four of the staff have a National Vocational Qualification Level 3, one has a Level 2

and two are working towards a Level 3. The playgroup staff work closely with the reception teacher.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are provided with an environment which is very clean and well maintained. For example, the staff clean between sessions, they sweep up the leaves from the outside play area and vacuum the carpets. Children's health is maintained because the staff follow appropriate procedures, such as excluding children who are ill or infectious. Children's understanding of personal hygiene is encouraged within the daily routines and through planned topics. For example, the hospital and doctors surgery.

Children are provided with drinks throughout the session. For example, a cafe style snack area provides children with a choice of milk or water which they can independently access. Children are well nourished, they enjoy a variety of different foods. Staff have a sound knowledge and understanding of providing children with a balanced diet. Snacks are healthy as they include a choice of fresh fruit and vegetables for the children. Staff have a sound awareness of children's cultural and dietary needs. Good communication with parents highlights individual dietary needs and preferences. This ensures children's well-being is supported.

Children develop a positive attitude towards physical exercise, as practitioners make effective use of the various outdoor areas. Children test their physical skills through very well planned activities. For example, children enthusiastically participated in Jab Dao sessions; enjoying balancing, positioning and crawling. Children are well supported through continuous activities and opportunities to develop their fine motor skills and control. Children are confident to use a wide variety of small equipment and tools and have good opportunities to practise and refine their skills. Children develop an understanding of their feelings to promote their social and emotional well-being through topics and pictorial displays. For example, they use the computer program to produce face pictures and talk about facial expressions, such as happy faces and sad faces.

### **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. Experienced staff effectively ensure that the premises are safe and secure by monitoring all visitors to the setting. Staff vigilantly carry out and record safety checks, and risk assessments each session to ensure the room, resources and equipment are safe for children. Fire evacuations that are carried out do not fully support the playgroup. Children move confidently and safely around the space available, developing their independence. They are provided with toys and equipment which are safe, suitable and well maintained. Children independently access resources and equipment because they are well presented at the children's height and level to promote easy access. Children are developing very good awareness of their own personal safety, because practitioners encourage their discussion, contribution and build on their awareness. For example, topics which include role play materials, such as hard hats and safety gloves, and discussions about when and why these are worn.

Staff are able to protect children through high ratios, vigilant, consistent monitoring and close observation. For example, there are clear procedures to ensure children are collected only by authorised people. Management are clear in their procedures, which enables them to employ staff who are appropriately vetted with relevant experience, knowledge and skills in caring for children. Management and staff have secure knowledge of what to do in the event of a child protection concern or allegation.

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

The provision is good.

Children's care and learning is promoted, because of small group activities, high ratios and good deployment of staff. Children enjoy their time at the setting, they are purposefully engaged throughout the session. Children develop and learn many skills through good consideration of fun learning. Most children are eager to join in and enjoy many tactile experiences. For example, they show great enthusiasm when they visit the forest area as they are able to use rakes and other tools and experiment with water and soil. Children are highly motivated because they are interested and have good opportunities to make choice about their play and learning.

### **Nursery Education**

The quality of teaching and learning is good because staff provide realistic challenges for most children. They provide an interesting, stimulating and welcoming environment which reflects most children's backgrounds and the wider community. Teaching is well organised to develop children's learning of basic skills and leads to most children making good progress in their learning. Very strong emphasis on practical activities enriches and adds great enjoyment to the curriculum. Baseline assessments enable practitioners to understand the level of language support the children may need and most children make successful progress related to their starting points. Children are encouraged to develop positive attitudes to reading and sharing books because management and staff have established book bags enabling children to borrow various books of interest. Staff are mindful to ensure that there are family members who are able to support children's word recognition and reading.

Most children are able to identify their own English written name as they use a self-registration system. Some children are beginning to identify purposeful words in the environment. The children's writing is developing as they have good opportunities for mark making with a variety of tools and resources which are always available.

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 who will be the doctor and patient. Some children are able to develop and follow storylines. The staff listen with interest to what the children say, offering support and suggestions to enhance their experiences. Children play well together and alongside each other, they take turns and share. For example, they patiently wait to use the equipment in Jab Dao.

The planning is effective in providing opportunities for children to extend their learning allowing them to practise and refine their skills. For example, many resources are available throughout the week enabling children to re visit. The children's spiritual, moral, social and cultural development is fostered. Children show good concentration skills when using the computer equipment and participate well until they have finished their task.

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. Staff respond well to children's ideas and questions, they successfully guide children to make good choices. Staff effectively used questions to extend children's language and number development. For example, when children work on the computer to produce faces. Children begin to use positional, size and number language because staff are skilful to introduce and encourage their use. For example, children talk about long hair, short hair, far apart or near.

Children recognise and explore sound; they match movement to music and actions to rhymes because they have very good opportunities to use various musical instruments both inside and outside.

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

The provision is good.

Children are warmly welcomed by sensitive staff who value their individuality. Children's introduction to the session begins with soft gentle music which envelops a sense of serenity and helps children to feel settled. Children receive constant praise and encouragement for achievements and attempts which promotes self-esteem and confidence. Children's independence is well promoted; they are encouraged to develop their confidence to try new things because the staff effectively support them by providing suitable and interesting play opportunities and experiences. For example, children independently pour their own drinks and peel their own oranges at the snack cafeteria. Children are beginning to develop and learn many skills through good consideration of fun learning. For example, they join together and participate in Jab Dao and peer massage. These activities encourage and teach children self-respect and consideration for others. Children are enthusiastic and eager to participate in interesting and stimulating outside pursuits. For example, they visit the forest area and use their senses to good effect as they look at the growth and development of plants and trees.

Children's behaviour is very good. Children follow good role models as they show care and consideration for others. For example, registration is effectively used to promote respect and the acknowledgement of others; as staff say good afternoon to each individual child and most children reiterate. Artistic displays provide a stimulating learning environment and celebrate children's efforts. Children benefit from practitioners positive attitudes, and sound knowledge and understanding of supporting and working with children with learning difficulties and disabilities. Very good links with the feeder school and various agencies supports and develops the families and child's familiarity and security. This helps to promote the children's smooth transition into the reception class.

Partnerships with parents and carers is good. Children benefit from effective information sharing with parents through excellent bilingual support. For example, the staff are able to translate and discuss any information in four spoken languages. A highly effective colour coded key worker system enables skilful information sharing, sensitive support and encouragement to assist in the children's good progress. Information on the Foundation Stage curriculum is available for parents. For example, information is displayed around the playgroup room, which includes the various play areas, activities and their links to the Foundation Stage curriculum. Initial information is successfully discussed and translated to enable parents to have a clear understanding.

## **Organisation**

The organisation is good.

Children enjoy their time in the vibrant and safe setting which puts them first. Children are protected from harm through effective safety, health and care routines which ensure the premises, equipment, health and hygiene standards are good. All policies, procedures and documentation are in place to support the setting and all children's well-being.

Leadership and management of the playgroup is good. Managers and staff new to their posts have quickly become effective. This ensures stability through a period of change. All staff demonstrate how well they work together as a team. They have a firm understanding of their roles and responsibilities. The playgroup evaluates the provision it provides through parents informative feedback and regular staff meetings. Staff are committed to training and developing their skills and knowledge of childcare and education. Some staff have attended training on the Foundation Stage and all staff are involved in the planning of the curriculum to help children achieve the learning outcomes around the six areas of learning. The managers have a clear vision for the educational provision with strong focus on the personnel development and achievements of all the children, and they ensure all learners are valued equally.

The environment is well organised. There is effective deployment of staff, resources, equipment and space to allow children the freedom and independence to access a broad and balanced range of toys, resources, activities and experiences.

A highly effective key worker system enables constant interaction, sensitive support and encouragement. A recent self-evaluation of the playgroup has been thoroughly carried out, and strengths and weaknesses accurately identified. Due to the management only having been in place since last year, these have not yet been fully implemented. For example, reviewing of all policies and procedures has begun to further strengthen their individuality to the playgroup. Trials for new staff appraisal documentation are in progress.

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

## **Improvements since the last inspection**

The last care inspection raised recommendations in relation to organisation; to review policies and procedures and organisation of group times. New management have begun to review and assess the policies and procedures to improve their practice to further support the setting and children's well-being. A cafeteria system has been introduced which promotes children's choice, independence and social interaction.

### **Nursery Education.**

Good progress has been made in most areas to improve the quality of provision for children in receipt of nursery education funding. The provider was asked to make a number of improvements. Planning is successfully used to create areas and activities to encourage and develop children's, social interaction and acknowledgement of each other. The setting has successfully evaluated the planning, and increased resources and opportunities for children to further develop mathematical language and creative opportunities. Children's assessment systems are being closely monitored by new management; however, challenges for older and more able children still remain a weakness.

## **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:

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):

- review fire evacuation practice and procedures to fully support the individual needs of the playgroup
- further monitor and develop staff appraisals to support and identify developmental needs.

### **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):

- ensure that teaching and resources are developed to become effective in providing more challenge for older children and those who learn more quickly.

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)