



White Lee Playgroup

Inspection report for early years provision

Unique Reference Number	311339
Inspection date	13 March 2007
Inspector	Paula Fretwell
Setting Address	Leeside J I and N School, Leeds Old Road, Heckmondwike, West Yorkshire, WF16 9BB
Telephone number	01924 326708
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Registered person	White Lee Playgroup
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?

White Lee Playgroup has been registered since 1996. It operates from two linked classrooms within Leaside Community Primary School. There is a small outdoor area which can be accessed for children's play. There are currently 44 children on roll. This includes 13 children in receipt of nursery education funding. Children attend for a variety of sessions. The setting welcomes children with disabilities and learning difficulties and those who speak English as an additional language.

The group opens five full days during term time, from 08.50 until 15.00. There are five staff working with the children, as well as two relief staff who can cover for staff absences. Of the staff, three have recognised early years qualifications and others are working towards qualifications or enhancing their experience through training. The playgroup works closely with the local authority advisor.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is maintained through some procedures that prevent the spread of infection. For example, children are encouraged to cover their mouths when they cough and reminded to use tissues when necessary. Children understand that they need to wash their hands before eating, although the practice for this does not promote good hygiene because soap is not used consistently and they all share the same towel for drying their hands. Children are excluded from the setting if they are ill or infectious; this helps to protect the health of all others and the policy on this is shared with parents. Minor injuries to children are promptly attended to by staff who are trained in first aid and all accidents are recorded clearly.

Children eat a range of healthy snacks and they enjoy fruits, such as bananas, apples, oranges and kiwis. They help themselves to their snack from a plate on their table and they discuss their favourite foods using good vocabulary to describe sweet and sour tastes. Practitioners have a clear understanding of children's dietary requirements and they work with parents to ensure children's lunchboxes contain healthy foods. Children have access to drinks whenever they are thirsty and they enjoy milk or water at snack times.

Children enjoy moving their bodies in a variety of ways and, although opportunities for outdoor play are currently limited, they benefit from a good range of physical activities indoors. For example, they throw beanbags into hoops, build and balance with soft play equipment and make bridges to crawl through. Children proudly show how they can hop, jump and make a hoop spin around their middles. When outdoors, children enjoy a range of challenging activities using appropriate play equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The setting is welcoming to children, and staff are approachable and friendly. Children freely explore their play areas and easily access what they need to support their play. Their independence is encouraged and they enjoy moving between the two playrooms to join in with the activities. A suitable range of toys and equipment is available for all ages of children and this is checked regularly to ensure it is safe for them to use. Children are supervised well in the setting, although security of the premises in the middle of the day does not prevent unauthorised access.

Children are encouraged to learn how to keep themselves safe through gentle reminders from practitioners. For example, children are asked not to climb on the furniture or run about indoors and they are asked to take care when using scissors. Practitioners ensure the environment is safe for children through regular checks and making sure sand is swept up promptly or moving toys so they do not clutter the floor. Children practise fire drills regularly so they know what to do if they hear the alarm.

Practitioners understand the importance of safeguarding children through child protection training and discussion. The policy and procedure on safeguarding children is shared with all practitioners and parents, although this does not state what should be done in the event of an allegation against a member of staff.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and busy in the setting and they have fun. They confidently join in with all activities and there are supportive relationships with practitioners to help them feel secure. Children enjoy experiencing the continuous provision of sand, water, role play and construction areas and they happily engage in purposeful play. Practitioners join in with children's play to enhance opportunities for their learning through conversation and skilled questioning. Children are confident in finding what they need to support their play and they know the routine of the day. Children express their needs to practitioners, who are skilled at managing the different needs of the children, ensuring that they all receive individual attention. Children are encouraged to share and play together through good role modelling and positive reinforcement. For example, in a game with soft building blocks children take turns and help each other to make a bridge. All activities are child-focused, mostly encouraging children's choice and independence, and every child has the same opportunity to join in. Practitioners understand each child's needs, personality and interests, and they respond sensitively to ensure each child feels valued and included. Children who are settling in are given plenty of reassurance and attention to enable them to enjoy the activities and understand the routine of the day, and their individual comfort items are included and respected.

Nursery Education

The quality of teaching and learning is satisfactory. Practitioners understand the Foundation Stage and this enables children to make sound progress in all areas of learning. Activities are planned to ensure a wide range of experiences for children, although planning is not consistently evaluated to identify the next steps in their learning. Practitioners are aware of children's individual stages of development and they record the next steps in their general development. However, recording of children's next steps does not show how their progress will be extended across all areas of learning. Practitioners are interested in what children do and say and they make useful written observations to share with parents; children's progress is recorded in their individual file and this is available for parents to see at any time, although there is no formal system for this. Practitioners communicate well to inform one another of children's progress, such as who can do things well and who needs further help and support.

Children are developing independence in most aspects of their day. They select their own play equipment and help to tidy away, such as by hanging up their aprons after use. Children form good relationships with one another and they are sensitive to the needs of their peers; older children involve younger ones in their play and they look at books with them or help them fasten dressing-up clothes. They enjoy some responsibility for some small tasks, such as sweeping the sand or wiping the table.

Children communicate well and they use talk to describe real and imagined events. Children are learning about letters and letter sounds; they can identify letters in their own name and those of others and they demonstrate this through activities, such as making letter shapes in dough. There are opportunities for children to write for a purpose, such as in the home corner for children to write a shopping list, and they see practitioners write for a purpose, such as when they write observations alongside children's play. Children enjoy stories and they enthusiastically use the story tent to sit quietly and look at books alone or with a friend or practitioner. However, the range of reading material is limited to a few books and some magazines and this does not provide sufficient challenge for all children.

Opportunities for children's mathematical skills ensure they make sufficient progress in this area of learning. Children use mathematical language in their play and they are beginning to recognise numerals, shape and size in everyday things. Children can count reliably and they understand that numbers carry meaning, such as when discussing their ages and birthdays.

Children have a developing sense of time and talk about events past, present and future. They are curious about why things happen and how things work and they explore simple equipment, such as telephones, tills and the computer. Children enjoy watching the effects as they blow down a tube in the water play and watch the bubbles. Children learn through practical demonstrations about people who help because visitors, such as fire officers, enable them to try their equipment. Children explore natural and found objects, such as pine cones and feathers, within the environment and they are able to talk about where they come from.

Children enthusiastically engage in role play and they act out a variety of situations. For example, children make a car out of soft building blocks and talk about wearing their seat belts before they set off. Practitioners enable children to develop their ideas for imaginative play, such as when they take 'sausages' made at the dough table over to the home corner to cook them. Practitioners encourage children's spontaneous ideas, such as when children make dens out of large blankets and hide together underneath them. Children enjoy planned art and craft activities but they are unable to select their own resources with which to extend their ideas and skills. Children show good recognition of colours and this is reinforced in everyday ways and in the themed interactive displays. For example, children see, smell and touch blue things on the display table and help themselves to blueberries to taste.

Opportunities for children to practise their physical skills are available in planned activities. They confidently use resources, such as scissors, pencils and threading beads, and these are frequently set out for the children to access.

Helping children make a positive contribution

The provision is satisfactory.

Partnership with parents and carers is satisfactory. Children are helped to settle in at their individual pace and they are given time to get to know the routine and the staff. Parents are happy with the level of information they receive about care, although limited information is given to parents of children who receive funded nursery education about the curriculum or their child's progress. General information displayed on the noticeboard and regular newsletters

help parents feel involved in their child's activities. Practitioners are approachable and friendly with parents and they share positive information with them about their child.

Children behave well in response to realistic expectations from practitioners. Children enjoy meaningful praise and encouragement; effective strategies encourage them to behave well and practitioners use positive tones of voice when speaking with them. Children are learning to take turns, share and use their manners when interacting with others.

Children are encouraged to appreciate one another's differences through exploring different cultures and festivals in planned activities and they access some resources that increase their awareness of diversity. Children enjoy involving empathy dolls in their play and they become 'real' friends who they can care for. There are good plans in place to support children with disabilities and learning difficulties, and practitioners have appropriate knowledge in this area. All children's individual needs are considered and they feel valued and included through practitioners' sensitive support and guidance. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

The leadership and management of the setting is satisfactory. The leader and deputy are fully involved in all aspects of the children's care and the key person system ensures continuity of care for the children. Recruitment and vetting procedures are in place and clearly understood by management to ensure children are well protected. Staff training needs are identified and practitioners are committed to enhancing their knowledge through further training. The setting works well with the advisory teacher from the local authority, and strengths and areas to improve are appropriately identified.

Policies and procedures mostly reflect the current practice of the setting and these are shared with parents. Practitioners are motivated and interested in the children and they communicate very well with one another to share the responsibility for the children's care. They exchange useful information which helps to ensure children's individual needs are met, such as when accompanying children to the toilet or taking breaks. The arrangements for collecting children from within the school are well organised and staff are clear about their responsibilities. Staff to child ratios are satisfactorily maintained throughout the provision.

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 of care there were several actions and recommendations relating to improving the quality and availability of policies, procedures and other documentation. All of these have been addressed, although the procedure for safeguarding children does not show what to do in the event of an allegation against a member of staff and this remains an issue for this inspection.

At the last inspection of funded nursery education the provider was asked to ensure teaching opportunities are developed to provide challenge for older and more-able children, and to review the planning. These issues have been satisfactorily addressed. The provider was also asked to improve access to information for parents about the curriculum and how it links to their children's progress. This remains an issue for this inspection.

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.

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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):

- develop children's understanding of personal hygiene and ensure procedures for children's hand washing prevent the spread of infection
- maintain children's security at all times by preventing unauthorised access to the premises
- ensure the procedure for safeguarding children includes what to do in the event of an allegation about a member of staff.

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 planning is consistently evaluated to identify the next steps in children's learning
- further develop the system for recording the next steps in children's learning to ensure they make progress across all areas
- extend opportunities for children's communication, language and literacy by ensuring an increasing range of books is accessible to them

- improve opportunities for children to be independent in selecting their own materials, resources and opportunities for creativity
- improve the quality and accessibility of information given to parents about the curriculum and how it links to the progress their children are making towards the early learning goals.

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