



Trinity Methodist Playgroup

Inspection report for early years provision

Unique Reference Number	251700
Inspection date	08 February 2007
Inspector	Glenda Kathleen Field
Setting Address	High Street, Lowestoft, Suffolk, NR32 4HU
Telephone number	01502 501810
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Registered person	Trinity Methodist Playgroup
Type of inspection	Integrated
Type of care	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.

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?

Trinity Methodist Playgroup has been opened since 1971. They operate from rooms adjoining the Trinity Methodist Church in North Lowestoft, Suffolk. There is a secure outside play area. The group is church based but managed by a committee consisting of parents and members of the church. The playgroup serves the local community.

The playgroup operates five days a week during term-time only. Sessions operate from 9.00 - 11.30 followed by a lunch club until 13.00. A maximum of 25 children may attend the playgroup at any one time. There are currently 33 children on roll of whom 29 are funded three-year-olds and 1 funded four-year-old.

Six staff are employed, four of whom hold a suitable childcare qualification. The setting receives support from the Early Years Daycare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted effectively as the setting takes positive steps to promote the children's good health, and encourages them to begin to take responsibility of meeting their own health needs. For example, children wash their hands before eating and after using the toilet. Toilet and nappy changing facilities are appropriate. Positive steps are taken to prevent the spread of infection and appropriate measures taken when children are ill so that health needs are met. Parents give written instructions for the administration of medicines, medicines are stored safely and administration is recorded and shared with parents. The staff can respond to accidents appropriately as current first aid certificates are held and the first aid box is up to date and easily available. All accidents are clearly recorded and shared with parents. Informing under RIDDOR and notifying Ofsted is understood.

Children are well nourished and have good opportunities to learn about healthy eating because the setting provides children with regular drinks and food that are nutritious and complies with their dietary and religious needs. For example, sandwiches, toast, fresh fruit and vegetables are offered at snack time. The setting enables children to learn about healthy living through a range of good activities that develop the children's understanding of what foods are good for them, such as making pizza with a variety of fresh toppings.

Children enjoy excellent opportunities to experience physical activity and develop their skills because the setting plans a range of activities that enable the children to develop their confidence on a wide range of equipment that provides challenge. For example, slides, tunnels and wheeled toys. The setting has a secure outside area which is accessed directly from the play room. Children have opportunities to develop their physical skills throughout the year because when the weather is not suitable the large hall is used for physical exercise.

Staff are familiar with the 'Birth to three matters' framework and have started to include aspects of the framework in their planning. Observations take place and are recorded in children's individual books.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a very welcoming, generally safe and effectively secure environment where all visitors are monitored. Children are kept safe by the appropriate procedures in place such as the good routines for their arrival and departure and the completion of risk assessments. However, the heater guards can become hot which poses a hazard to children, and a current public liability insurance certificate is not available. They have adequate space indoors and outdoors, to experience a good range of activities to promote their overall development. Children are able to freely move around the setting which supports their developing independence. Children are beginning to understand about keeping themselves safe when staff talk to them about walking inside, about sitting on their chairs and picking up toys so others don't trip over them.

Children have access to a wide range of resources which meets their needs in all areas of development. These are easily accessible from low level, clearly labelled storage trays and shelving. Activities are changed regularly to ensure children have equal access and gain independence through making appropriate choices.

Children's welfare is effectively safeguarded and promoted as all staff have completed a child protection course and the group has a policy in place available to parents. Staff have a clear understanding of their role in child protection and are able to put appropriate procedures into practise when necessary to protect children from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, confident and settled in the pre-school. They arrive enthusiastically and separate from their parent or carer quickly and settle at an activity. Children respond well to each other and to staff. They show a good level of interest in the provided activities and respond to staff who interact well in their play. They enjoy whole group activities where they share stories and songs.

Nursery Education

The quality of teaching and learning is good. Staff have good knowledge of how children learn and a sound understanding of the early learning goals and the stepping stone to reach them. A key worker system is in place and staff know the children well. Staff are interested in what children say and do and manage children's behaviour well. Staff plan a range of adult lead and free play activities for children to experience. They balance the session to enable children to have group times, outside play and pursue their own interests. Long, medium and short term plans are in place and refer to the stepping stones. Focussed activities take place with identified learning intentions and differentiation needed to address individual children's stage of development. Observations are made and transferred to the children's assessment records and are beginning to detail the next steps in individual children's learning.

Children have excellent self help skills, they are able to manage their own needs such as putting on aprons, accessing the toilet independently, washing their hands and pouring their own drinks at snack time. They are developing good relationships with staff and other adults and are keen to share their news, such as going to see friends at the weekend. Children are co-operative and well behaved with staff managing their behaviour positively. Children are learning to share and take turns.

Children are using language effectively to communicate, they are confident to talk to staff and visitors, for example, talking about the fruit and shaped sandwiches they were eating at snack time. Children handle books carefully and are beginning to understand how books and words are meaningful. Children are using one handed tools and equipment such as brushes, scissors and play dough cutters to begin to develop writing skills. Name cards are available throughout the session, these have pictorial clues to support children while they are learning to recognise their name. Some children are beginning to attempt writing for a purpose, for example, when

labelling their craft work, and a few write recognisable letters from their names when mark making in the corn flour, rice and sand.

Children are beginning to say and use number names, for example, some children are able to count to eight when building a brick tower. There are opportunities for children to develop their understanding of simple calculating and problem solving of one more or less through the daily routines. Children are beginning to recognise and name different shapes, for example, triangle and rectangle shaped sandwiches at the snack table. Children use mathematical language such as longer and shorter when comparing towers they have built with the construction toys.

Children's understanding of information communication technology is being developed with using a computer and programmable toys. Children are beginning to develop a sense of time and place through the routines of the setting. They are beginning to be aware of others through themes and festivals such as Chinese New Year. During the 2006 World Cup the setting provided opportunities for children to learn about other countries, for example, Italy, France and the United States of America. Children experienced cooking and eating food from these countries such as pizza, baguettes and Brie cheese. However, opportunities are not made to enable children to develop a sense of community, for example, through visitors to the setting.

Children explore colour and correctly name colours, they are beginning to experiment with mixing the colours together and talking about what's happening. Children explore different materials in craft activities such as sequins, glitter and sponge printing. They have opportunities to express their own ideas when free painting at the easel, craft activities, sand play and building with bricks. Children's imaginative play is fostered with role play activities such as dressing up clothes and the home corner. Children enjoy singing rhymes and ring games.

Helping children make a positive contribution

The provision is good.

Children are developing good relationships with adults and other children. The setting works with parents and carers to meet individual children's needs and ensure they are fully included in the life of the setting. Children are able to feel a good sense of belonging, work harmoniously with others and make choices and decisions. These all contribute to the children developing good self esteem and respect for others. The setting ensures that they know all children well, that they are provided with equality of opportunity and that there is no bias in their practice in relation to gender race or disability. Staff are pro-active in ensuring that appropriate action can be taken to support children with identified needs. Their individual needs are addressed through following the Code of Practice and working alongside other professionals. As a result children receive appropriate care for their needs.

Children understand responsible behaviour and learn about boundaries because staff are able to manage a wide range of children's behaviour. Staff deal with behaviour consistently that is proportionate to the child's level of understanding and maturity. The staff create an environment that encourages children to behave well.

The partnership with parents and carers is good. Children's needs are being met well because the setting works closely with parents and carers to enable all children to achieve in their care

and learning. Parents receive information about the playgroup in the prospectus along with session plans and termly topic information displayed on the notice board. Children benefit from the two-way sharing of information between parents and staff through daily chats, notice board information and regular newsletters. Termly meetings with parents are held when they have opportunities to contribute to their children's development records.

Parents are informed through the setting's complaints procedure how they can express any concerns and this includes details of the regulation. The Ofsted poster is displayed so parents are aware of how to make contact if they are unsatisfied by the response to their complaint by the provider or if there are child protection concerns.

Children's spiritual, moral, social and emotional development is fostered because they are developing confidence and self-esteem, behave well and are developing a good understanding of right and wrong. Children relate well to each other and staff and are beginning to show an appreciation of other cultures and beliefs through topics and activities offered.

Organisation

The organisation is good.

Children's health, safety, welfare and well-being are promoted by the implementation of clear and well written policies and procedures. They benefit from a robust system to ensure staff who work with children are suitable to do so. The employment procedures and induction of new staff are implemented effectively to promote children's welfare and safety. Children are looked after by staff who are encouraged and supported to attend training and increase their knowledge of childcare and education which enhances the learning environment.

The leadership and management of the setting is good. The committee and staff team are committed to continuous improvement of the playgroup. The committee meet regularly, and the playgroup manager attends these meetings. Staff also meet regularly to discuss training issues and planning of sessions. The quality of care and education is monitored to ensure strengths and areas for improvement are identified, with the management team and staff working together to act upon them for the well-being of children. Overall children's needs are met.

Improvements since the last inspection

At the last inspection the provider agreed to provide further independence for children at snack time by enabling them to pour their own drinks, provide coverage of simple addition and subtraction during daily routines and extend the use of children's name cards. Extend the appraisal system to include all staff and improve resources for I.C.T and programmable toys.

Children's independence is now further encouraged by the provision of small jugs to enable children to pour their own drinks at snack time. Simple addition and subtraction now takes place during daily routines and name cards are now available to children at all times throughout sessions. A computer and programmable toys have been purchased to support children in their learning, and the monitoring and evaluating of the quality of teaching taking place now includes appraisals for all staff.

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.

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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):

- ensure that heater guards do not pose a hazard to children
- ensure that public liability insurance is current.

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):

- provide opportunities for children to develop a sense of community.

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