



# Christ the King Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	306373
<b>Inspection date</b>	15 February 2007
<b>Inspector</b>	Christine Stewart
<b>Setting Address</b>	Christ the King RC Primary School, Allport Road, Wirral, Merseyside, CH62 6AE
<b>Telephone number</b>	0151 343 0424
<b>E-mail</b>	
<b>Registered person</b>	Christ The King Pre-School Playgroup Committee
<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 satisfactory. 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?

Christ the King Pre-School is an established setting run by a voluntary management committee with representatives from the local parish. It operates from a classroom in Christ the King Roman Catholic Primary School in Bromborough and is self contained with its own toilet facilities. There is a secure outdoor play area for the pre-school's sole use. Sessions operate term time only from Monday to Friday 09.00 to 11.30 and 12.30 to 15.00. A maximum of 24 children can attend at each session aged from three to five years. The number of children on the register is 57, all of whom are funded. The nursery supports children with learning difficulties and disabilities.

The manager has a teaching qualification and is supported by seven part time staff and a regular volunteer. Five of the staff have National Vocational Qualifications in Childcare and Education level 2 or 3 and one member of staff has National Nursery Examination Board qualification.

The pre-school is part of a cluster group supported by a teacher from the local Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's health and physical development is very well promoted through regular access to fresh air and physical play. The outdoor play area is accessible in all weathers for the majority of every session; it provides opportunity for energetic play. Children gain confidence and learn to coordinate their movements as they jump in and out of the hoops or swirl them around their bodies, as they ride bikes or climb and slide on the climbing frame. They enjoy throwing and catching large and small balls, aiming for the basketball and concentrating as they aim and roll the ball to knock down the skittles. The Chinese dragon dance encourages children to work together swaying their bodies and moving safely around the space as they imitate the movements of the dragon. They have plenty of opportunity to develop their fine motor control, for example, as they skilfully manoeuvre the mouse and keyboard at the computer, use chop sticks to pick up the dried pasta and confidently spread their crackers with butter or soft cheese.

Children are cared for in a well maintained and comfortable environment. The resources and equipment they are provided with are clean and in good order to protect their well being. Risk assessments are undertaken to ensure that hazards are identified and minimised to protect children. Good hygiene procedures are followed, for instance, washing hands at appropriate times and wiping down tables before and after snack time.

Healthy food options are promoted. Children are provided with a variety of snacks to encourage them to taste and enjoy a wide range of foods. Food options are usually healthy options such as bread sticks, fruit or cheese. Children do not have free access to fresh drinking water, however, they can request a drink.

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

The provision is satisfactory.

The security of the premises is effective in keeping children safe. Access is through the pre-school's own door, where visitors and parents can be seen before the door is open for them. All visitors to the session complete the visitors record. Children are supervised when entering and leaving the session and the nominated adult who collecting the child is known to the staff.

The pre-school room is well laid out and organised. Colourful displays of children's work help develop their sense of belonging and create an attractive environment for them to play. Information for parents is posted on the external entrance door or on the notice board. Children independently make choices from a good range of easily accessible resources which are stored in labelled trays and containers in low-level units. Clear defined play areas allow them space to be quiet, use their creativity, extend their imagination and develop their play. Fire evacuation procedures are in place ensuring children and staff know how to evacuate the building quickly and safely.

Children are kept safe from possible neglect and harm because staff have sufficient knowledge and understanding of child protection procedures. The Manager has attended training since the last inspection and the relevant policies and procedures are in place to safeguard children.

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

The provision is good.

Children are happy, confident and motivated to learn. They develop positive relationships with adults and peers and are helpful and considerate towards each other. Children develop appropriate levels of personal independence as they attempt to put on their own out-door clothes, select and put on dressing up costumes and make choices in their play. Enthusiastic staff provide interesting opportunities which encourage children's participation and helps them to make progress in their learning.

#### **Nursery Education.**

The quality of teaching and learning is good. Staff are calm and relaxed with the children and create a well organised and stimulating environment for children to learn and play. Staff have a good knowledge of the Foundation Stage and stepping stones and they adapt planned activities to the ability of the child. There are systems in place to observe and monitor children's progress. However, systems are not sufficiently robust to track all children's access to activities and resources to promote their development in all areas of learning on a regular basis.

Children develop good communication skills as they chat to each other and staff during play and at group times. They are keen to join in with songs and rhymes which help them to develop an awareness of rhyme and number. They recognise their own name as they find their name clown to self register on arrival and to confirm that they have had snack. Staff read to them in the large groups, small groups and individually. They have access to reference books and children learn that print has a meaning. The book corner is comfortable, inviting and well resourced. It is well presented to encourage children to make good use of it and enjoy reading for pleasure.

Children show an interest in number as they spontaneously count objects to five and some to ten, they enjoy the challenge of picking up and counting the dried pasta with the chop sticks in the mathematical area. They are aware of shape, compare size and form patterns as they elect to complete jig saw puzzles or create diwali rangoli patterns. They develop their calculating skills when they look to see how many chairs are vacant at the snack table and when joining in with the number songs at group time. They talk about big, bigger and small as they compare the sizes of the bubbles they have blown, competing good naturedly as to who could blow the most. Children are able to identify and name shapes. They compare the stains on the floor made by the bubbles bursting to the flowers made from shapes in the window boxes, matching the shape correctly to the circle.

Children have good opportunities to promote their creative development as they explore mixing paint to create new colours, play in the sand or model and shape with the dough. They listen and make music, recognising and moving to the different rhythm and volume of the music as they join in with the 'dragon dance'. They experiment with sound as they tap, beat and drum their musical instruments loudly, quickly, slowly and quietly. They express themselves confidently

when exploring the sensory table, pulling a face to indicate the bitterness of the lemon and using descriptive language to explain the texture of the scourers or the smell of the soap.

They have access to a computer on a daily basis and are confident and able to use equipment and complete simple programs without support. The children also have access to a range of other programmable resources. Established routines help children develop an understanding of time and help them feel secure in the environment where they can predict what happens next. They are developing an understanding of the wider world as they have fun celebrating other festivals, tasting new foods and listening to stories and music from other countries.

They have lots of opportunities to re-enact their own experiences in role play and small world play to support their understanding of the world in which they live.

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

The provision is good.

The partnership with parents and carers is good. Planned parent's evenings keep parents informed about the early learning goals and of their children's progress. However, parents are not involved with children's initial assessment when they commence at pre-school.

Children and their parents are welcome to the setting by the friendly approach of all staff. Children's abilities are identified through observations by staff. The children's family complete 'all about me' booklets at the beginning of the school year and includes photographs and information about their families. All about me booklets inform on children's personal information and do not include things the child might be able to do, for example count up to five or recognise some colours. The information given does however, enable staff to be aware of different family make up and to share conversation personal to each individual child.

Information is shared through daily informal discussions, newsletters, and display boards. Parents expressed their overall satisfaction with the service provided, commenting on the 'approachable staff' and the fact that their children are making good progress.

Staff demonstrate a good awareness of equal opportunities. Children have access to a range of resources that promote equal opportunities, for example, multicultural puzzles, dolls, wall displays, interest table and books promoting children's awareness of diversity. They have fun as they learn about the festivals of other cultures, such as, the celebration of the Chinese New year. The children welcome in the New year as the 'band' bang in the 'Dragon'. The writing table has Chinese symbols for children to colour or copy helping them to understand that writing and symbols carry meaning in other languages. They use chop sticks to pick up and count at the maths table, taste Chinese food at snack time and listen to Chinese music. The story at the end of their session tells them about one little girl's New Year, helping them to develop an understanding of different cultures and traditions.

Staff promote positive behaviour. Children are encouraged to practise good manners, take turns and share. Any disputes are quickly and sensitively resolved and the offended child readily apologised to. Staff use consistent strategies, such as plenty of reward and praise and they spend individual time with the children. This helps children to understand responsible behaviour

and work co-operatively with each. Children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is satisfactory.

Children are kept safe because all staff working with children have had satisfactory clearances. Staff to child ratios ensure children are cared for appropriately. The majority of staff hold a childcare qualification and continue to access relevant training to support children's learning and development. However, children's welfare is compromised and conditions of registration not met when a qualified first aid person is not available at every session.

Policies, procedures consents and records which detail children's needs and inform staff of procedures to follow in situations such as, a child not being collected are maintained. However, confidentiality is not maintained in the accident record. Regular staff meetings are held which provide a forum for sharing information, such as, training work shops that staff have attended. These meetings also provide an opportunity for staff to share all other information relevant for the safe and efficient operation of the service.

The provision is effectively organised to enable all children to move freely around and choose from the interesting and good range of activities available. They settle well into a familiar routine, made possible by staff who work well as a team and ensure the smooth running of the session.

Leadership and management is good. All staff work very well together as a team to support children's learning and development. Space, resources, time and grouping are well organised to promote children's enjoyment and achievement. The educational programme is monitored through regular staff and curriculum meetings. The Manager and staff evaluate how well the planned activities have met the learning outcomes and ensure that all areas of learning are fully covered. Key workers monitor children's progress through the stepping stones to ensure they are making progress. However, the systems in place to regularly track all children and ensure that they are experiencing and making progress in all areas of learning is not robust. Overall, the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection of care and nursery education, four recommendations were made. These were to:

initiate a training programme for child protection starting with the manager and ensure policies and procedures have sufficient detail for all parties to understand how they should be carried out. The manager has attended training and cascaded the information to the staff group. Policies and procedures contain all the required information to safeguard children's welfare;

improve the system for reviewing policies and keeping them up to date when there are changes in regulations or guidance and ensure details about the regulator on the complaints procedure

are correct. This has been improved and a complaints procedure and a complaints log are in place;

improve the system for monitoring and evaluating the teaching and education programme and use this for future quality assurance. Some progress has been made in that each child now has their own monitoring and evaluation sheet. The key worker supports children making progress, however, there is not a robust system to track children's progress in all areas of learning and a recommendation has been made following this inspection;

identify more clearly the daily plans, the assessment opportunities, staff deployment, and how activities will be varied for different children. Some progress has been made daily plans are identifiable and staff deployment is clear to ensure that children's progress is supported. Staff differentiated for the needs of the individual child.

### **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 satisfactory. 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):

- make certain there is a person qualified in first aid at every session
- observe confidentiality in all records including the accident book
- ensure children to have free access to drinking water at all times.

#### **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):

- develop a robust system to track children's progress in all areas of learning
- involve parents in their child's initial assessment when they commence at pre-school.

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)