



## Garforth Pre-School Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	512711
<b>Inspection date</b>	20 September 2005
<b>Inspector</b>	Ann Dockerty
<b>Setting Address</b>	Welfare Hall, Main Street, Garforth, Leeds, West Yorkshire, LS25 1AA
<b>Telephone number</b>	2320421
<b>E-mail</b>	
<b>Registered person</b>	Garforth Pre-School 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 satisfactory.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

### WHAT SORT OF SETTING IS IT?

Garforth Pre-School Playgroup opened in 1978. It operates from the main hall in Garforth Welfare Hall which is situated on the main street in Garforth. The group serves the local area.

A maximum of 26 children may attend the playgroup at any one time. The playgroup is open five mornings a week from 09.15 to 11.45 term time only.

There are currently 116 children aged from 2 to 5 years on roll. The playgroup provides funded nursery education places.

The playgroup employs six staff who hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The children understand about the importance of good hygiene. They wash their hands after toileting and before they have a snack and are well supported in contributing toward their own care needs by the staff. The staff are positive role models for the children, they practice good hygiene routines during nappy changing and in the preparation of food and drinks.

The children learn effectively about healthy eating and try fruit and vegetables during snack times and are encouraged to drink plenty of water throughout the session. Children's understanding is further enhanced by the involvement of parents who are asked for their ideas and suggestions for snacks.

During large physical play the children have good opportunities to be active and to exercise. They climb, slide and balance and enjoy a game of hide and seek through a long play tunnel. When they use the parachute the children practice coordination and group play. They enthusiastically participate and are excited about making the chute rise and fall.

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

The provision is good.

The children's safety is well maintained because the staff have high levels of safety awareness. All procedures are well understood by the staff who undertake effective risk assessments in order to minimise all risks to children. Security and access to the premises is effectively managed with consistent procedures to monitor visitors.

The children are helped to keep themselves safe indoors. The staff give children gentle reminders about safety, they explain to them about not running and pushing. During regular fire evacuation practices the children learn about fire safety and when the children are on short outings they learn to keep themselves safe by practicing the green cross code. Visits to the group by the police service and guide dog training have an effective impact on the children's learning and understanding of many safety issues.

All areas used by the children are well organised with safe storage for furniture and equipment. The children play with safe and suitable toys which are all in good

condition and well maintained. Careful consideration is given by the staff to ensure that the activities that they provide are appropriate for the ages of the children and that they can be safely and independently accessed.

The children's safety is further promoted as the staff have a clear understanding of the Area Child Protection Committee procedures and have undertaken first aid training.

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

The provision is good.

The children access a good range of purposeful and developmentally appropriate toys and equipment and show high levels of interest in all the activities provided. The children are made to feel welcome and part of the group by the staff who are well motivated and interested in what children have to say.

During a weighing activity the children benefit from the staff's good understanding of how to support children's learning. The children are engrossed in the activity; they contribute their own ideas and attempt to explain simple problems, with encouragement from the staff. There are many opportunities for mathematical development in all activities and the children spontaneously count and use simple number in many forms. For example they join in with number songs, count out familiar items and talk with their friends about numbers and sizes of cars.

The children benefit from joining in activities and from positive interaction with the staff. They are introduced to new words and whilst playing with replica dinosaurs they examine the figures, repeat the names and consult reference books.

Role play activities are very popular with all the children. They develop a picnic scenario and use dressing up clothes and other resources to adopt roles. The staff recognise the importance of enabling the children to extend their play and encourage the children to improvise using all resources and space available.

The children's creativity is further developed through many opportunities to paint, glue, sing dance and listen to music. During a dough activity the children are able to describe how it feels whilst they squeeze and shape the material.

Nursery Education.

The quality of Teaching and Learning is satisfactory.

All the children are involved in a range of suitable and relevant activities and are able to access a good variety of resources which support their learning. The children are well involved and are eager to participate, they are confident to express their needs and interests appropriately. They are becoming increasingly independent and are able to contribute toward their own care needs successfully.

The children enjoy books and stories and listen well, effectively supported by the staff. Some children are able to use reference books to extend their understanding,

they understand how to handle books and know how to turn pages and put books away carefully. Children are beginning to recognise that marks carry a meaning and attempt to label their own work, however they do not attempt to mark make in other areas of play.

All children are becoming familiar with number and use a large amount of mathematical language throughout their play. They spontaneously count everyday objects and build on these skills through singing and rhyming songs when they are counting together. During a weighing activity the children explore the concept of "heavy" and "light" and make good efforts to explain what they understand.

The children explore their environment appropriately and are eager to share what they discover and find with adults. During an activity with water and a water wheel, more able children are able to give explanations and descriptions about how the water is used to feed the wheel. The children show an interest in the natural world and talk about animals and creatures on pictures. The children are not yet using equipment for information technology.

All children use opportunities to be creative. They explore malleable materials, enjoying the chance to squeeze and to shape the dough and during painting activities they experiment with colour and texture. The children are particularly creative in their role play. They take a theme throughout their play using a variety of resources and props and chat happily with their peers about which food they should take on their picnic.

All the children develop appropriate physical skills needed for climbing, crawling and jumping. They know how to move around space carefully and safely. They scramble and crawl through a play tunnel and know that the supporting adult cannot fit through. Children are able to handle tools with increasing control and use rollers and cutters to effect changes on materials. They attempt to use equipment such as scissors and older, more able children master this skill successfully.

Systems are appropriately used to monitor and record the children's progress and this information is used by practitioners to plan for additional experiences which will further support the children's learning. The staff are aware of the children's interests and provide them with experiences which build on what they understand and enjoy. The staff have a sound understanding of the foundation stage and an appropriate understanding of how the children learn and progress. They are able to manage the children's behaviour well and give guidance and sensitive support, enabling children to feel secure and settled in their environment. Overall children make satisfactory progress toward the early learning goals.

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

The provision is good.

The children are well settled in their environment and understand what is expected of them. They behave well and their behaviour is well managed by the staff who offer clear guidance, support and encouragement. The children know about sharing and taking turns and play well together in groups and are happy to be involved with their

peers.

Children learn about the world around them through planned activities, taking them out into their local community and the celebration of cultures other than their own. This appropriately fosters their spiritual, moral, social and cultural development.

The partnership with parents is satisfactory. Communication with parents is well established and parents receive regular information regarding all aspects of their children's care and progress.

## **Organisation**

The organisation is good.

The children are cared for in a very well organised environment where committed staff ensure that all areas used by the children are effectively and thoughtfully presented for their use.

Records and documents are effectively organised and ensure that most of the required records support the care of the children. The group do not have written parental permission to seek emergency advice and treatment.

Leadership and management of nursery education is satisfactory, however formal systems to assess the strengths and weaknesses of the educational programme are not yet established and consequently some areas of learning are not fully developed.

The children are cared for by a good level of qualified and experienced staff who undertake a full induction process and attend regular additional training. This contributes toward the improvement and development of care for children and enhances the staffs professional development. Overall the needs of all the children who attend are met.

## **Improvements since the last inspection**

At the last inspection the group were asked to improve safety with regard to monitoring visitors to the group, they were also asked to further develop their child protection policy and to improve resources which reflect positive images of race, gender and disability. The group have addressed all issues, implementing a consistently managed record of all visitors, undertaken a review of their child protection policy and increased resources which promote equality of opportunity further promoting the care and welfare of the children who attend.

## **Complaints since the last inspection**

There are no complaints to report.

## **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 satisfactory.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

#### **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):

- obtain written parental permission to seek emergency medical advice and treatment.

##### **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 access information technology
- ensure that children have opportunities to mark make during everyday activities
- develop a system to assess the strengths and weaknesses of the educational programme.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)