

# Laleham Church Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	120089
<b>Inspection date</b>	28 March 2007
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<b>Registered person</b>	Parochial Church Council of All Saints, Laleham
<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?

Laleham Church Playgroup opened in 1976. It operates from two rooms within the Church Centre in Laleham, and children attend mainly from the local area. The group has access to a kitchen, toilets and enclosed outdoor play facilities. The group is privately run and is part of the church's community programme.

There are currently 41 children on roll, and this includes 30 children who are in receipt of nursery education funding. The setting has experience of caring for children who have learning difficulties and/or disabilities, or for whom English is an additional language.

Opening hours are during term time only from 09:00 to 12:00 from Monday to Friday.

Ten part time staff work directly with the children, of these nine have a recognised early years qualifications. Ongoing training for staff is accessed through the Early Years Childcare Service, and the setting contributes to cluster group meetings and is supported by the local authority Special Educational Needs Advisor.

The group is a member of the Pre-School Learning Alliance.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are cared for in clean and hygienic surroundings. Staff ensure that there are appropriate resources and facilities so that children can access materials such as tissues easily. Children wipe their noses and dispose of the used tissues in a conveniently placed bin. Many children use the toilet facilities independently and wash their hands afterwards. They say that this is to 'wash off the germs'. Staff monitor all areas carefully and clean surfaces and furniture whenever necessary during the session.

Children are well protected from infections due to the setting's clear policy regarding the exclusion of sick children. Staff receive specialist training to support children who may need specific emergency treatment. Children receive appropriate care in the event of an accident because the setting has suitable resources, and staff are trained, to administer first aid.

Children sit together companionably to enjoy snacks of fresh fruit prepared by staff. They choose their drinks, and some children are permitted to help to pour and serve these. Children are introduced to a variety of foods during themed cooking and food preparation activities such as making and tasting Chinese noodles and French bread. Children express their enjoyment of these experiences which also serve to extend their knowledge of other countries and cultures.

Children play energetically both indoors and outside. They use a variety of equipment to help to develop their physical skills such as rolling or kicking balls of varying sizes through a course of cones. They run about and dance in circles to familiar rhymes outside. They begin to understand the effect of exercise on their bodies and know that this makes them feel warm and their hearts beat faster. Children talk about their senses and know the relationship of these to their eyes and ears for instance.

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

The provision is outstanding.

Children play in an extremely safe and secure environment. Staff use a comprehensive risk assessment document to ensure that very high standards are maintained in this respect. All potential hazards have been identified and appropriate action taken to reduce risks to children. Children are protected in the event of an emergency because the setting has thorough procedures for evacuating the premises which are practised regularly to ensure that children know the drill.

Children use resources that are in good condition and suitable for their purposes. Staff check the resources regularly to ensure that they are well maintained. The materials are appropriate for the age and stage of development of the children and are likely to support their progress in all areas of learning.

Children's welfare is promoted due to the staff's secure and comprehensive understanding of child protection issues and related referral procedures. This is kept up to date through regular training workshops. Staff's thorough awareness of their duty of care role towards the children ensures that they are properly protected in the event of any concerns. Staff act confidently and use great tact and diplomacy in their relationships with parents and other professionals. They contribute their expertise to external forums to ensure on-going care and support for children in risk situations.

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

The provision is good.

Children settle in well because the staff give them time and attention to ensure that they are happy and comfortable. Children go happily to their play and join in enthusiastically with their peers. They show sustained interest in, and enjoyment of, the activities and resources arranged for them. Children participate in both adult led and independent activities. They show imagination and co-operation as they play together in the role play area. For instance, they pretend to wash the clothes and peg them out on a line. They say that the clothes will soon dry in the wind. Staff plan activities and resources which are based around current themes. For example, a 'Jack and the Beanstalk' theme includes activities such as threading Jack's small boots and the Giant's large ones; planting bean seeds and making bean stalk collages. Children listen carefully to the Jack and the Beanstalk story and join in telling familiar, remembered parts of this tale.

Nursery Education:-

The quality of teaching and learning is good. Staff take responsibility for specific areas of learning and are able to give these a dedicated focus that results in a wide variety of positive experiences for children. Staff use a variety of teaching techniques such as directed activities; role play; creative play and extending child initiated activities. Staff offer support where it is needed and generally allow children to take responsibility for their own achievements. However, they sometimes anticipate what children want and step in to help, for instance by writing children's names on art work, when the children may be capable of doing such tasks for themselves.

Children progress well in the area of communication, language and literacy. They make structured and informal use of the book corner and enjoy sharing and contributing to stories. They identify their own names and many can print them on their art work. In restaurant role play, children ascribe meaning to marks as they write orders and menus, and they compare English and Chinese writing for instance.

Children make good use of the ample creative opportunities available to them. They use resources to create imaginative items of their own design, employing skills of cutting, sticking and constructing. Children march in rhythm to piano sounds as they pretend to be the heavy giant or the lighter Jack. They dance to waltz music at Cinderella's ball and paint in long slow sweeps as they listen to the music. Children regularly use musical instruments.

Children have a good understanding of a range of mathematical concepts. For instance, they identify shaped mats as they queue up for the slide and talk about bigger and smaller as they lace up Jack and the giant's boots. Children count plastic bugs as they collect them from around the room and sort them into shapes, colours and sizes. They use positional language such as on top, under and through. Most children count confidently to 10 and beyond.

Children develop their physical skills in a variety of ways. They manipulate small tools such as pegging clothes on a line adeptly. They dribble a ball with considerable skill through a course of cones. Children run about energetically outside and begin to understand the effect of exercise on their bodies. For example, they say that running makes them warm and makes their hearts beat faster.

Children develop an understanding of the wider, and the natural world as they participate in activities such as planting beans and watching them grow. They discuss and compare a variety

of different traditions and festivals from other countries and cultures. Children discuss the weather and seasons. They talk about the time for some animals to hibernate and make habitats for them. Children learn about their local community such as looking at the neighbouring allotments and enjoying visits from a mobile farm.

Children's personal, social and emotional development is well supported. They accommodate each other's wishes and take pride in their responsibility for small tasks. Children demonstrate their individual skills and show each other what to do during a game. They talk freely about how they are like or different from each other. They are confident and form close friendships with one another.

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

The provision is good.

Children benefit from the close attention paid by staff to their individual needs and changing situations. A key working system helps staff to know the children very well. Children begin to develop an understanding of the wider world as they learn about other countries and traditions through a variety of activities and resources. For instance, children make links between familiar traditions such as Bonfire Night, with festivals of other cultures, such as Divali, which also marks the celebrations with fireworks. Children use a range of resources that reflect positive images of social diversity including disability. Children's spiritual, moral, social and cultural development is fostered.

Children with learning difficulties and/or disabilities are well supported. Staff liaise effectively with parents and other professionals to ensure that all children receive care tailored to their individual needs.

Children behave very well in general. They understand the ground rules and respect the staff's wishes. They are keen to please and earn the praise from staff. Children enjoy the privilege of being appointed 'special helpers' and take pride in their responsibilities. Staff are good role models. They are calm, patient and fair in their management of children's behaviour. Children share well, take turns and co-operate to achieve shared goals. For instance they queue up on shaped mats to use the climbing frame.

Partnership with parents is good. Parents are made welcome and receive good information about the setting and the achievements of the children both formally, through recorded details, and informally through daily contact time. Links between the setting and children's home lives are encouraged, for instance parents contribute special skills or talents at some sessions, and children take home library books to share with their families. Parents express a high degree of satisfaction with both the service and the demeanour of the staff.

### **Organisation**

The organisation is good.

Children receive their care and early education from experienced and well qualified staff. The staff team are happy, motivated and are fully conversant with the policies and procedures of the setting. Staff organise the space and resources well. Children move in their groups between two rooms in a quiet and orderly manner. Staff make the changes of resources, and the way in which the rooms are used, very smoothly and efficiently. A high ratio of staff to children is maintained.

Staff maintain all documents, including children's records, very effectively. They produce clear plans for children's learning that are guided by the individual needs of each child. Comprehensive initial and on-going supporting documents for parents ensure that they are well informed about the setting and their children's achievements. Staff review policies and procedures regularly to ensure that they are in line with current legislation and guidance. All the regulatory documentation is in place and well maintained.

Leadership and management are good. Staff are valued and respected, and this is reflected in the commitment of the staff team to the setting and the manager. Staff enjoy devolved responsibilities for specific areas of learning that enables them to plan comprehensively and to identify individual learning needs. All staff are involved in planning themes and activities. Thorough induction and on-going appraisals ensure that staff's training and personal development needs are identified and supported.

The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last nursery education inspection, the provider was asked to improve the opportunities for children to be creative and to use different materials. The setting now provides daily access for children to a crafts trolley, which allows them to choose freely from a wide range of materials and to create imaginative items of their own design. The provider was also asked to provide more opportunities for children to learn about other cultures and beliefs. Children now access a range of materials including books; figures; puzzles and themed activities that broaden their understanding of cultural and religious diversity. Finally, the provider was asked to make more opportunities for children to develop independence. Many children use the toilet independently, help to serve drinks and snacks, and all help themselves to drinking water during the session. However, there are still lost opportunities to promote this area of development.

At the last care inspection, the provider was asked to improve children's access to drinking water. Children can now help themselves from a conveniently placed water cooler. The provider was also asked to improve children's access to resources that promote equality of opportunity including disability. Children now use a wide range of suitable materials that have positive images of social diversity.

### **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 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**

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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):

- maximise opportunities for children to develop independence in everyday activities and routines

### **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):

- maximise opportunities to develop children's learning in everyday situations and routines

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