

Sidcup Baptist Church Playgroup

Inspection report for early years provision

Unique Reference Number	115366
Inspection date	18 April 2007
Inspector	Sarah Morfett
Setting Address	Sidcup Baptist Church, Main Road, Sidcup, Kent, DA14 6PA
Telephone number	020-8300-9253
E-mail	
Registered person	Rachael Wickington
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 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?

Sidcup Baptist Church playgroup was established in the 1970s and is church committee run group which is located in the hall of Sidcup Baptist Church, in Sidcup, Kent. A maximum of 32 children may attend the playgroup at any one time. The playgroup is open each Monday to Thursday from 09:30 to 12:15 for 38 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 48 children aged from two years nine months to under five years on roll. Of these 36 children receive funding for early years education. Children come from a local catchment area. The playgroup currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The playgroup employs 10 members of staff. Of these seven hold appropriate early years qualifications and one is working towards a qualification

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean and tidy environment because the staff ensure that areas, such as, the toilets are clean and suitable for their use throughout the session. There are very good systems and resources to promote effective hygiene practice. For example, there is a unit in the main hall where they can wash their hands before snack and anti-bacterial soap and paper towels are within easy reach in the bathroom. This means that the children learn to be healthy through the good routines in place.

Children's health and well-being is promoted through the well set out health and safety policy. For example, children who are infectious stay at home, preventing the risk of cross infection. Over 50 percent of staff hold a first aid certificate and can administer help in an emergency. Medication procedures are good and protect the children who are taking ongoing medicine. Accident records are in place and a new system means that they are effective and adhere to current guidelines.

Children have good opportunities to be active. The staff plan physical development activities as part of the curriculum each day. For example, resources help them to learn how their bodies work as they pedal bikes in the hall. When playing outside they can run around, climb steps on the slide and throw a ball. They use a variety of tools for a purpose. For example, they make pictures with coloured wooden shapes and small nails, using the hammer with dexterity to produce bright and recognisable pictures.

Each day at the snack bar the children are offered a good range of healthy food, such as, carrot, banana, cucumber, bread sticks and cereal. Consequently, they learn to make healthy choices. Fresh drinking water is available at all times and taken outside when they play. The children recognise that physical exercise makes them thirsty and they take regular drinks. This means that they develop a good understanding of healthy eating.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming environment. The church hall is decorated with their pictures and toys are set out in an inviting fashion. The furniture and equipment is suitable for the ages of children attending, a good range of child sized chairs and tables ensures they can make the most of the activities provided. All toys are in good condition. Effective cleaning routines are in place and children are encouraged to join in by washing toys in the water play when the weather is good. Therefore, they learn to respect the things they play with.

Daily risk assessments ensure that children's safety is promoted. For example, each session the staff check that the toilets are clean, the mobile telephone is working and within easy reach, sockets are covered, the appropriate doors are locked and the outside bell works. Staff ensure the general safety throughout the session because they are vigilant and wipe up spills, and pick up toys to remove trip hazards. Children learn about keeping themselves safe as they join in with the regular fire evacuation procedure and through spontaneous discussion as the staff explain why something is dangerous as soon as they have seen it. Therefore, the children remain safe.

Children's welfare is promoted because the staff have recent knowledge of the signs and symptoms of abuse. They have contact numbers close to hand and understand the steps to take should they be concerned about a child in their care. However, the policy is out of date and does not contain a statement of procedure should an allegation be made about a member of staff. They demonstrate a positive attitude to improving the paperwork. Therefore, children's well-being is safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive with confidence each morning. They are greeted warmly by the staff and quickly settle to the wide range of activities available for them. New children are supported well because the staff spend time with them engaging them in activities to distract them if they become upset. Children have good opportunities to free flow through the range of activities which include role play, creative activities, puzzles, books and construction toys. They play well together in groups, chatting as they become involved in what they are doing. Children under three who attend are considered in the way the group include the Birth to three matters framework in the daily planning, ensuring activities are geared towards all ages and abilities.

Nursery Education.

The quality of teaching and learning is good. Staff's sound understanding of the Foundation Stage is supported by regular in-house training dealing with each aspect of the early learning goals to reinforce their knowledge. Observations are made throughout the session and transferred to a tracking form which charts the children's progress ensuring that it is clear where they are making progress and where they may need extra input. However, children's starting points are not formally recorded when they first start, although staff spend time talking to parents about them and make some early observations. Initially they are not being moved forward according to their abilities. Teaching methods used provide challenge for the children, staff ask open-ended questions to make them think and their next steps are included in the planning. For example, children who are focusing on counting between five and ten are identified. Therefore, the staff can use this in the daily activities.

Children benefit from a wide range of activities which cover all the areas of learning. Their independence is developed as they learn to manage developmentally appropriate tasks, such as, taking themselves to the toilet and pouring their own drinks at snack time. They show care and concern when playing in the role play area pretending to be vets. For example, they discuss the animals not being well and what they can do to make them better. They use maths language in everyday activities as they count how many cakes they have made from the play dough. Children explore shapes to make pictures. They secure the shapes onto a board with small nails and a hammer, showing pride when the staff recognise what they have made. They learn about their local community as they explore the theme of 'people who help us' this encourages them to learn respect for others. They make links to different parts of their lives as they experience visits from the fire brigade and guide dogs for the blind. Therefore, the children develop a sense of place.

Children benefit from a wide range of books, they frequently access the book corner where staff read to them and they show interest in the print and illustrations joining in with the familiar stories. Children begin to link sounds and letters, for example, when they look for their name at the snack table, one child sounds out the letter of their name saying 'W' for washing to help them find it. Children have good opportunities to make marks as a wide range of writing

implements are always available and they begin to use writing for communication and recording purposes because paper and pencils are provided in role play experiences.

Children are able to express themselves through a wide range of creative activities. They thoroughly enjoy the textures of the play dough and describe how they feel by using words such as, 'gooey' and 'squidgy' they explore other textures as they paint, chalk and make 3D models. Therefore, children's creative development is promoted well. Children's learning experiences within the playgroup are consistently developed which prepares them well for the transition into primary school.

Helping children make a positive contribution

The provision is good.

Children are cared for according to parent's wishes. When they first start parents complete a form sharing details of their medical needs, dietary requirements, religion and language spoken at home. This means their individual needs are met. They learn about the wider world as there is a suitable reflection around the hall of faces from other cultures. Resources include a good representation of diversity, for example, in the books, puzzles and role play equipment. They learn about festivals and celebrations from around the world. For example, at Chinese New Year they enjoy noodles and spring rolls during snack time, some children try to use chopsticks to eat them. Staff explain about what the festivals mean, therefore they begin to understand about other cultures.

Children with learning difficulties and/or disabilities are very well supported by the group. They benefit from Individual Education Plans which help them to move forward. The staff undertake training to help them understand the children's special needs and with support from outside agencies they develop strong systems to enable children to make progress. Children generally behave well in the playgroup. Praise and encouragement is frequently used, therefore, their confidence and self esteem is well developed. Staff have developed very good behaviour management strategies and are consistent in their approach. For example, they get down to the children's level and discuss the issue to help them to find a solution. Children learn about the world around them through a suitable range of activities and through discussion with staff. Therefore, their spiritual, moral, social and cultural development is fostered.

Parents are provided with a good range of policies and procedures which are reviewed regularly. Notice boards contain useful information such as, posters detailing the areas of learning, Ofsted's contact details should a parent wish to make a complaint and details of the groups planning. The partnership with parents is good. They are invited to twice yearly meetings with their child's key worker to discuss their progress. In the autumn and summer terms the group hold an induction meeting for parents, where the advisory teacher comes to the group to introduce the Foundation Stage to them all. This helps them to understand how their children learn through play. Parents say they are very happy with the care and education their children receive.

Organisation

The organisation is good.

Children receive good support at the playgroup therefore, they are well settled and show confidence. They experience effective free flow opportunities as they move between the activities well, staff are very well deployed to support this. However, the areas within the hall are not sufficiently defined; therefore, the children are cared for in large groups for some

sessions throughout the week. Most of the staff hold appropriate childcare qualifications and there are some working towards this. Systems in place for recruitment and vetting are secure and in line with the groups equal opportunities policy. The registration certificate is displayed for parents to see and the attendance register is completed daily and notes times of arrival and departure.

The playgroup have a well developed operation plan which is complemented by a wide range of policies and procedures. All paperwork is maintained to a good standard and reviewed regularly. This underpins the smooth running of the playgroup, therefore, children's health, safety and well-being is promoted.

The leadership and management is good. The leader has clear aims for the group which include setting realistic and achievable targets for the progress of the children. The staff are thoroughly involved in planning and evaluation of the delivery of the Foundation Stage. Regular staff meetings are used productively to discuss children's next steps and areas for development. Staff's personal development is identified during staff meetings, they are able to access training through the local authority. The group is well supported by Early Years partnership and they forge an effective working relationship. The strong staff team are committed to the continuing improvement of the care provided. Therefore, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the group were left several recommendations to improve the standards of care provided. They have managed this by attending training to develop behaviour management strategies to ensure that boundaries are consistent. They have improved the range of healthy food offered to children; therefore, they learn to make healthy choices. An operation plan has been developed to underpin the smooth running of the group. A risk assessment has been carried out on the small side room used for group activities and groups only use this area occasionally throughout the session.

At the last nursery education inspection the group were left three key issues, they developed an action plan to deal with these and have made great strides towards the improvement of nursery education because of this. Staffs knowledge and understanding of the Foundation Stage has improved and they support this knowledge with regular training. The behaviour management training undertaken has developed a more positive approach to dealing with incidents of negative behaviour. Children's opportunities to freely access the resources are very good. They free flow through the activities making their own decisions and choices. Small group time is effective for all children as they are grouped by age so the staff can plan activities that are age appropriate. Therefore, the children benefit from the improved running of the group.

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 areas within the hall are more clearly defined.
- include in the Child Protection policy a statement of procedure should an allegation be made against 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):

- formalise the recording of children's starting points to ensure they are moved forward according to their abilities

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