

Glenfield Methodist Playgroup

Inspection report for early years provision

Unique Reference Number 226400

Inspection date 13 June 2007

Inspector Tracey Marie Boland

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Registered person The Glenfield Methodist Playgroup

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?

Glenfield Methodist Playgroup opened in 1973. It operates from the Methodist Church Hall, which is situated on a main road in Glenfield, Leicestershire. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open each weekday from 09:00 to 11:30 and Monday and Thursday afternoons from 12:30 until 15:00 during school term time. There is a secure enclosed outdoor play area for children's use.

There are currently 54 children aged from two years to under five years on roll. Of these 44 children receive funding for nursery education. Children attending the playgroup come from the local community. The playgroup currently supports a number of children with learning difficulties and disabilities. Children with English as an additional language are also welcomed.

The playgroup employs 11 members of staff, six of whom hold appropriate early years qualifications. 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 learn clear hygiene routines that are in place within the setting. They understand the need to wash their hands and why, and staff are proactive in their approach to maintaining a clean, hygienic environment. Suitable routines are in place for nappy changing although not currently needed. Children's welfare is maintained at times of minor accidents as all staff hold a valid first aid certificate and clear health records are completed and shared with parents. A detailed written policy informs parents of illnesses which mean their child should not attend. Clear exclusion procedures are followed in line with guidance.

Children are involved in discussion regarding their snacks and the foods they enjoy. They are given choices and at times are involved in the preparation of the foods provided, for example, toast and a variety of spreads, however, this is not consistent and does not always involve them sufficiently to develop their independence.

Children enjoy physical play both indoors and out on a daily basis. They access a good variety of resources that promote their physical development, for example, climbing equipment, balls, wheeled toys and hoops. Staff and children interact well and children learn to take turns. They learn about the effects of exercise on their bodies and the need to drink fluids to keep hydrated.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's well-being is maintained as safety has been addressed well throughout the setting. Children access a good variety of safe, well-maintained toys, resources and equipment, and structured routines are in place for the cleaning and care of these. Detailed risk assessments are in place, reviewed and updated to ensure their ongoing suitability. Children learn the fire evacuation procedure that is in place as it is practised regularly and evaluated. Staff have identified potential risks within the setting and taken steps to minimise them. Safety is reinforced with the children and also included in the planning as part of their topic, for example, when looking at holidays and trips out 'stranger danger' is incorporated.

Children are kept safe and secure through the routines and procedures that are in place. Children are only released into the care of a known adult and clear information is held with regard to emergency contact details. The garden is secure and staff are vigilant at all times to the children's safety and welfare.

Staff have a good understanding of the various signs of abuse and neglect, and understand their role and responsibility with regard to protecting children in their care. Well written policies are in place which outlines these responsibilities and training is accessed to keep their knowledge and understanding of legislation up to date. However, the current child protection policy does not include the current Local Safeguarding Children information, therefore, children's welfare is compromised.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and relaxed. They enjoy a wide variety of activities that encourage their imagination and challenge their thinking. Children are confident and involved in the daily routines, which encourages their feeling of security. Excellent relationships have been formed between the staff, children and their peers. Staff have a good understanding of the needs of the children they care for and they are treated as individuals. Children learn to share and take turns, and receive lots and praise and encouragement in all they do and in acknowledgement of their achievements.

Nursery Education.

The quality of teaching and learning is good. Staff have a good understanding of how children learn and develop, and use their knowledge of the Foundation Stage to plan a wide range of interesting, stimulating activities that encourage and extend children's learning. Activities invite children to be involved, are age-appropriate and good fun. Planning is detailed, concise and informative, and encompasses all areas of development for children from two to five years. Staff are skilful in their questioning and extension of children's language and thinking. Observations and assessments are completed and staff complete daily written debriefing exercises to identify any strengths, weaknesses, work to be revisited and any issues for the activities they have provided for the children each day. This information is then transferred to a child's records and also a card so that all staff can readily see any areas of development or repetition needed, which is then included in future planning. Smart targets are set for children in their 'Boomerang books' which are shared with parents. These are targets for the staff and parents to work together to encourage their child's development in specific areas, for example, colours, shapes, letters, numbers and mark making. The book allows staff and parents to make comments on any issues or concerns they may have and keeps them up to date and informed about their child's progress.

Children learn, interact, and enjoy their activities. Staff encourage their independence in everyday routines, for example, when using the bathroom and putting their coats on for outdoor play, however, children do not have the opportunity to serve their own snack as most staff tend to serve it for them. Therefore their independence in this area is limited.

Most children are confident and interact well with their peers. They are motivated and have formed clear friendships. Older children are happy, speak confidently within the group and are supportive of the younger children. They enjoy songs and stories, and link sounds to letters through the use of jolly phonic activities and when completing activities, for example, a child completing an alphabet jigsaw was able to state words that started with the letter he was holding. This was praised and reinforced by a member of staff who was also engaged in the activity. Children make marks on a daily basis and more able children are able to form letters clearly and write their names.

Children understand and enjoy learning about numbers, which is encouraged throughout the session through counting activities, songs and visual prompts which include number lines inside and within the garden. They learn about size, shape, quantity and some recognise numerals from zero to ten. Children count in sequence and measure when looking at themselves and the living world.

Children explore a wide range of materials and media, and their extension in role play is good. They use their imagination to recall their own experiences, for example, going into the travel agents, booking a holiday and then talking about the things they have done whilst away. They confidently construct and build with a purpose. They enjoy learning about the life cycle of insects and how things grow, and are interested in reflecting on their own community and where they live. They learn about diversity, similarities and differences through a variety of celebrations and the positive reinforcement that takes place through discussion and visual effects within the setting.

Children have daily opportunities to access technology and electronic equipment and resources. Staff support accordingly and the children help each other out at times. Children have good opportunities to develop their physical skills on a daily basis. Most show a good sense of space and very few bumps take place into each other. They use hoops and confidently spin them around themselves and see how long they can keep the momentum going. Children kick with direction and control. Two children spend time bouncing the ball on the spot and laugh when they bounce away from them and chase after them.

Helping children make a positive contribution

The provision is good.

Staff are proactive in their approach to the individuals they care for and have a good awareness of children's specific needs and abilities. Children are cared for as individuals and parents are encouraged to share as much information as possible in order for staff to effectively meet their needs. Children enjoy a wide variety of resources and play experiences that encourage their understanding of diversity and the wider world. Therefore, children's spiritual, moral, social and cultural needs are fostered. Children with learning difficulties and disabilities are welcomed into the setting, and the staff's experience and forward thinking ensure that they are included and involved in the activities and routines. Staff are proactive in their approach and specific needs of children are recognised and met sensitively.

Partnership with parents and carers is good. Clear information is provided to parents to inform them of the care and education provided for their child. Clearly written policies and procedures are in place and shared with them. 'Boomerang books' are used successfully between parents and playgroup staff to keep discussion open and ensure both parties work cohesively to encourage their child's development. 'Smart targets' are set for children to enable both parents and staff to work effectively together, extend and compound their learning. Excellent feedback from parents was received who feel informed, involved and able to speak to staff regarding their child.

Behaviour is very good. Children understand the 'group rules' that are in place within the setting. They are confident in the routines of the day which in turn compounds their feeling of security. Children respond very well to requests made of them and are praised for their behaviour and their achievements. Staff are calm and consistent in their approach to behaviour at all times.

Organisation

The organisation is good.

Children are cared for in a welcoming, relaxed and active environment. They confidently move around the areas available to them and enjoy the wide variety of experiences that are provided. All required documentation is in place, up to date and well-maintained. Thorough recruitment

and selection procedures are in place and children are kept safe as all required checks are completed and children are not left alone with unvetted adults.

Staff are enthusiastic with regard to developing their skills and knowledge in the childcare field, and training is regularly accessed, to the benefit of the setting and the children. Clear policy documents inform staff and parents of the ethos of the setting and are clear, informative and concise. Staff work within the boundaries of confidentiality and all records are stored securely.

Overall the children's needs are met.

Leadership and management is good. Management within the setting is focused and forward thinking in their approach to childcare. Practice within the setting is observed, evaluated and enhanced through training, personal development and appraisals. The manager has a good understanding of the foundation stage and how children develop, and takes an active role in planning the play opportunities provided for children. The effectiveness of the curriculum is monitored to ensure it continually challenges children and extends their development in all areas.

Improvements since the last inspection

At the last inspection the setting was asked to ensure individual records for all staff are kept, containing name, address and information about recruitment training and qualifications. Concise information is held for all staff within the setting which is in line with requirements. Very clear procedures are in place with regard to recruitment and selection and ongoing training is accessed through the local authority or 'in house'.

They were also asked to review how records are stored to ensure confidentiality at all times. All documentation and records are stored securely and within the boundaries of confidentiality. Only the manager has direct access to this information.

At the last education inspection the setting was asked to develop the use of children's assessments to support curriculum planning and differentiation of activities. Staff complete daily debriefing sessions which identify any issues, strengths and weaknesses within the activities to inform future planning, and also complete regular observations and assessments of the individuals they care for. Alongside that they set 'Smart targets' for all the children to enable parents to support their development in specific areas. All of this information is carried forward to ensure the curriculum meets all the needs of the children attending at the different levels they are all progressing.

They were also asked to develop the use of the outdoor area throughout the year to support learning in all areas of the curriculum. A free flow system is now in place to enable the children to access the outdoor area when they wish to and the planning includes the use of this area. Number lines are in place, children are involved in growing and planting and there is a variety of large equipment and resources to encourage their overall physical development.

Staff were asked to use their curriculum knowledge when playing alongside children in free play activities to maximise unplanned opportunities to extend children's learning. Staff interaction and involvement with the children is good and they seize opportunities to reinforce and extend children's learning, for example, when in the travel agents role play area they skilfully asked questions of the children about their holidays, where they went, who with and

if they had been there when the holiday was booked what happened. They also used a map of the world to identify holiday destinations.

They were asked to develop the availability of resources to promote children's knowledge of intermediate communications technology. Children have daily opportunities to use electronic equipment and resources and staff support and encourage their understanding.

Finally they were asked to develop dialogue with parents about their child's learning progress on commencement of the Foundation Stage curriculum, and information to parents regarding their child's 'next steps' in learning, and how these can be supported in the home environment. A well written prospectus is in place and shared with parents which includes policies, procedures and clear information about the ethos of the playgroup. Detailed information is displayed about the Foundation Stage of learning and the 'Birth to three matters' framework and discussed, and notices and newsletters are used to also keep parents involved and informed about forthcoming events and relevant information. Daily verbal communication and the use of children's 'Boomerang books' and the setting of 'Smart targets' ensures that all parties are involved and informed about children's individual development needs and progress.

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

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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):

- continue to develop child protection literature to include the Local Safeguarding Children Board information.

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):

- increase opportunities for children to further develop their independence in daily routines.

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