

# Aldergate Pre-School Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	218082
<b>Inspection date</b>	25 September 2007
<b>Inspector</b>	Jayne Clarke
<b>Setting Address</b>	Central Methodist Church, Aldergate, Tamworth, Staffordshire, B79 7DJ
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<b>Registered person</b>	Ann Oughton
<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?

Aldergate Pre-school Playgroup is run by private ownership. It opened in 2001 and operates from two rooms within the Central Methodist Church, in the centre of Tamworth, Staffordshire. A maximum of 26 children may attend the pre-school at any one time. The setting is open each weekday from 09:15 until 12:00 for 39 weeks of the year. A lunch club is also available for children between 12:00 and 13:00. All children share access to a secure enclosed outdoor play area.

There are currently 27 children aged from two years to under five years on roll. Of these, 22 children receive funding for early education. Children come from the local and surrounding areas. The pre-school currently supports a number of children with learning difficulties and/or disabilities.

The nursery employs six members of staff. Of these, four hold appropriate early years qualifications. The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children enjoy good health and a healthy lifestyle. They are cared for in a clean and comfortable environment where they learn the importance of good hygiene and personal care through consistent daily routines. Children demonstrate their independence when visiting the toilet. They use individual paper towels after washing their hands. They learn that using water and anti-bacterial soap helps to move germs off their hands and keep them clean, particularly before eating food. There are clear procedures in place for sick and infectious children which help to prevent the spread of infection. Discussion groups and activity projects help children to understand what happens to their bodies when they are feeling unwell.

Children's good health and dietary needs are promoted well. Staff keep detailed records and have good knowledge and understanding of how to manage any dietary requirements. Children understand the benefits of a healthy diet. They enjoy an interesting variety of fruit, salad and vegetable snacks each day which are of high nutritional value. Children know that this helps their 'muscles to grow big and strong'. Staff act as good role models to the children, drinking water with them at snack time. Children are able to help themselves to a drink of water at any time. Games, activities and projects which help children to learn about food that is 'good for us', are a significant feature of children's routine, promoting positive attitudes to healthy food and drink.

### **Physical development**

Children enjoy a good range of physical play experiences that contribute to a healthy lifestyle. Staff plan the outdoor learning environment very well so that children can move freely indoors and outside. Children use it enthusiastically, moving confidently with good control and co-ordination. They negotiate obstacles and use small climbing equipment during their active play. There are many interesting outdoor displays which encourage children to explore the natural environment using wood, stone and creative materials. Also, to extend children's investigative and imaginative skills through role play. They continue to expand their knowledge of colours, numbers and early writing as they see number displays and use chalks in their free choice play. Indoor physical play is an important feature of children's regular routine. They have good fun as they wheel small vehicles around an obstacle course, crawl, climb and explore using a range of imaginative play equipment. Children learn how to move their bodies in different ways in response to picture prompts. They laugh and concentrate intently as they demonstrate how to walk, hop, jump, stand still and wiggle. They use small tools to cut, model and pour in a variety of situations. They use writing and drawing equipment in their everyday environment. This helps them to develop fine manipulative skills.

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

The provision is good.

Children are cared for in a safe and secure environment. They can move around freely and independently whilst being closely supervised by staff. All access to the premises is closely monitored and appropriate records are kept regarding children, staff and visitor attendance. Children have access to a stimulating range of good quality toys and equipment that meet safety standards. Staff undertake and record daily risk assessments, they ensure that rooms

and resources are well-organised to minimise risks and reduce the likelihood of accidents, giving children many different areas to experience learning, indoors and outside.

Children are encouraged to keep themselves safe. They understand safety rules such as walking indoors. The effective 'golden rules' system promotes their awareness of being careful, kind and considerate to others. Staff make good use of their time and resources to promote personal safety. For example, at story and circle time they introduce children to a 'persona doll' which helps children learn about sensitive issues such as staying close to trusted adults and saying no to strangers.

Children are protected from harm and neglect as all staff demonstrate good understanding of their roles and responsibilities in safeguarding children. They fully understand the correct procedures to follow should they have concerns about a child's welfare, including allegations procedures whilst a child is in the care of the provider. Clear guidelines, policies, training and induction procedures ensure that all staff, students and volunteers fully understand what action to take to effectively safeguard children.

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

The provision is good.

Children enjoy their time at the setting and are making good progress in their learning, leisure and personal development. Children settle quickly in the friendly atmosphere and develop strong relationships with the staff. They are introduced and welcomed into the pre-school and given time to develop their confidence and independence, promoting inclusion. Staff take great care to ensure their knowledge of child development frameworks such as 'Birth to three matters' and the Foundation Stage are implemented with success. They use lots of positive language and good eye contact at children's level, to develop and support children's learning and imagination. They are actively engaged in children's role play and provide relevant equipment so that children see positive images of themselves. Children represent what they see in their drawings and delight at their different facial expressions as they look at themselves in the mirror. Staff have high expectations of what children can achieve, providing a stimulating environment, indoors and outside. Children's independence is actively promoted during 'special helper' time and child-choice activities. They continue to develop their self-help skills as they dress themselves and self-register their attendance on the 'name tree'. They have good access to toys, equipment and resources if they wish to make changes and which support and enhance their learning. As a result, children enjoy exploring the interesting range of toys and activities provided, supported by staff who effectively use their knowledge and expertise of how young children learn and develop.

### **Nursery Education**

The quality of teaching and learning is good. Staff use their knowledge of the Foundation Stage well. They plan daily focus activities which inspire children to play, explore and experiment within practical, meaningful and fun activities. Children use everyday tools with increasing control as they spoon different coloured sand into small bottles, they are fascinated by the effect of the sand patterns. Children express their creativity and imagination. They choose to play in the water or use painting easels freely. Small world and role play is a significant feature of children's daily routine, offering many opportunities for children to express what they know and explore new and familiar experiences. For example, during shop and home play, they pour a 'cup of tea' for the staff and each other, play with technical equipment such as the cash till, telephones and mechanically operated toys. This helps children to find out how things work

and make sense of their world. Although, they have limited opportunities to use a computer, keyboard and mouse to further extend their knowledge of information technology equipment.

Staff make excellent use of time, space and resources to provide children with a rich, learning environment. Music, rhymes, stories and number operations thread through children's everyday routines, play and learning activities. A good range of story and information books and writing equipment are freely accessible to children, stimulating good development and progress towards the early learning goals. Observations and assessments are used effectively to find out what children can do and what they need to do next. Staff use this information very well to inform detailed and successful planning which covers all areas of learning. Consequently, children play happily in a fun, stimulating and positive environment which fosters a keen approach to learning.

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

The provision is good.

Children join in enthusiastically, take responsibility and play a productive part in the setting. They develop a sense of belonging because staff know them and their families well and ensure they are all valued and included. For example, children's home news is celebrated, items for activities, themes and projects are shared. Children play with a good range of resources and celebrate many cultural and traditional festivals throughout the year, which helps to raise their awareness of the wider world. For example, pictures and posters showing people from different ethnic backgrounds and dual language books are attractively displayed within the setting. There are some home play resources to support this, although there are limited resources accessible to children within the everyday environment to further extend their knowledge of diversity and disabilities. Staff take great care to provide a supportive environment. This ensures that every child has equal opportunities to take part in routine and significant events to promote inclusion. They work closely with parents, carers and other agencies to promote the well-being and positive development of all children, including those with learning difficulties and/or disabilities. Children show kindness and consideration to each other and to adults. They are developing skills in negotiation and turn-taking. They thoroughly enjoy songs and rhymes which help them to appreciate the food they have and their shared snack time. Adults act as good role models, speaking kindly and positively to children at all times. They manage children's behaviour consistently. As a result, children are clear about what they can and cannot do and therefore behave well. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. They are made to feel welcome by the friendly and approachable staff. There are many opportunities for parents to become involved in the life of the setting, sharing different family roles and interests which promote children's learning. There is an active parent's association group which enables parents and carers to be involved in policy, fund-raising and events decisions. Detailed and attractive information is regularly shared with parents about their child's individual development and progress. Additional information about children's routines, the organisation of the pre-school and community services is attractively displayed and accessible to them. Parents and carers speak highly of the care and support that their children receive. All children benefit from the supportive and committed relationships between the staff and their parents.

Parents and carers of children who receive funded education are fully informed about the educational programme and their child's progress and learning. Attractive development records are shared at frequent intervals throughout the year. Photographs and examples of children's work, add meaning and purpose to their development records so that parents can see how their

child has progressed. Ideas and suggestions are consistently shared so that parents can support their child's learning at home. This effectively promotes positive outcomes for children.

## **Organisation**

The organisation is good.

The effective organisation of the setting promotes positive outcomes for children. Staff are confident about their roles and responsibilities. They demonstrate good knowledge and understanding of the National Standards. They organise the setting effectively to provide a stimulating and child-friendly environment in which children can take part in a range of activities to support their care, learning and play. Children benefit from skilled and experienced staff who understand children's care needs and the many different ways they learn. Rigorous vetting procedures ensure children are protected. Thorough induction procedures are in place to ensure staff know and implement the setting's policies and procedures consistently. Children's well-being is promoted well. All of the required documents and information is kept, this is well-organised to ensure children's details are kept confidential.

The leadership and management is good.

Staff meet together every week to review the implementation of the Foundation Stage, to share good practice and ensure consistency. Children's individual records are continuously reviewed and outcomes for children are recorded on next steps plans to ensure children make good progress towards the early learning goals. Staff attend regular training events, continually evaluate their own practice and use information from outside agencies to improve and enhance their knowledge and skills. Good levels of support ensure all children's needs are met. Evaluative methods are used effectively to monitor each child's progress and to adapt activities and routines to enrich children's learning experiences, promoting inclusion. As a result, there are only minor areas for improvement within the nursery education programme and children are making good progress.

## **Improvements since the last inspection**

At the last care inspection, the provider was asked to ensure good hygiene practices are in place regarding hand washing. Since then, the provider ensures that a good range of hygiene resources is provided and effective routines are established. This means that children learn about good hygiene practices during everyday routines.

At the last education inspection the provider agreed to: improve spontaneous, planned and routine activities to promote children's self-help skills, literacy and maths. Also, to ensure short and long term plans clearly show how all areas of learning are covered. Since then, everyday practices and routines have been adapted to ensure all children are able to demonstrate their independence in personal hygiene. Staff listen and respond to children's interests, using resources effectively to promote learning and further development in their mathematical, pre-reading and writing development. Daily activity plans show that all areas of learning are promoted. Adult focused activities are clearly linked to themes, projects and learning outcomes which help children to make good progress in each area of learning.

## **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 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 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):

- develop further opportunities for children to explore diversity and disabilities.

#### **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 further opportunities for children to explore information and technology resources.

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)