

# Baddeley Green Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	224702
<b>Inspection date</b>	01 May 2007
<b>Inspector</b>	Valerie Thomas
<b>Setting Address</b>	Milton Parish Centre, Baddeley Green Lane, Stoke-on-Trent, Staffordshire, ST2 7EY
<b>Telephone number</b>	07949718375
<b>E-mail</b>	
<b>Registered person</b>	Baddeley Green Pre-School and Toddler Group Commit
<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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Baddeley Green Playgroup opened in 1979. It operates from one large room in Milton Parish Centre in Stoke on Trent. There is access to an outside play area. The group is registered to care for a maximum of 36 children at any one time. It opens five days a week during school term times from 09.30 to 12.00.

There are currently 49 children from two to four years on roll. Of these, 15 receive funding for early education. Children come from the local and surrounding areas. The setting supports children with learning difficulties and/or disabilities.

There are seven staff and one volunteer working with the children. Of these, seven hold early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children benefit from the procedures implemented to help children develop appropriate personal hygiene. During the planned activity of hand washing children tell staff that they need to wash their hands when they have been to the toilet because they have germs on them. They learn how to wash their hands properly as they observe staff acting as positive role models. Consequently, this helps children remain healthy.

Healthy eating is promoted within the setting and all dietary needs are fully discussed with parents. At snack time children are encouraged to drink milk or water and they are able to help themselves to water throughout the session. Children enjoy eating crackers with cucumber and tomatoes for their snack and are given time to sit and finish even though others may be playing. Staff develop children's understanding of what foods are healthy as they make fruit 'smoothies' together, mixing the yoghurt and the strawberries. This helps children develop a positive approach to healthy eating.

Children enjoy good opportunities for physical exercise and have appropriate opportunities to play outside in the fresh air. They have fun as they travel down the slide and jump on the trampoline as they play inside. Photographs show that children play with the parachute outside and groups of children are taken out to take part in games such as snakes and ladders. This helps children to develop their physical skills and maintain a healthy lifestyle.

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

The provision is satisfactory.

Safety within the setting is generally promoted. Security is good as the main door to the pre-school is locked at all times and staff monitor access. Daily visual checks are completed and radiators are made safe through covering them with sheets. However, risk assessments are not conducted and there is no action plan to monitor and review any hazards identified. This compromises children's safety.

There is good space within the setting to enable children to have room to play freely and comfortably with the toys and equipment. The room is made welcoming with children's pictures displayed on boards and photographs for children to look at. There is a good range of resources available and a varied selection is set out each session to allow children to make their own choices.

Children benefit from the clear safety boundaries set by staff. At the beginning of each session staff discuss safety rules within the setting such as how to use the slide safely and how many children can play on the trampoline. Children know that only one child is allowed on the trampoline and that when they hear the whistle for the fire drill they need to go out of the door. This enables children to take responsibility for keeping themselves safe.

Children are well protected by staff that have a sound understanding of child protection issues. They know the correct procedures to follow for reporting concerns and have a good understanding of signs and symptoms that may alert to child abuse. The procedures are displayed to ensure all staff are aware. This helps to protect children from harm or neglect.

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

The provision is satisfactory.

Children have lots of fun as they play in the garden outside, picking the flowers and playing a game of snakes and ladders with the large dice. They develop their senses as they explore the texture of the 'gloop' as they let it run over their hands and enjoy shaking the glitter on their collage pictures. They are confident to express themselves freely in art and staff ensure they are given the freedom to do this. Children play well together as they build with the soft blocks and play with the animals in the farm. Language is promoted well with lots of conversation about home as children wash and dry the dishes as part of an activity. They enjoy joining in with singing sessions and play the instruments to the rhythm of the song.

However, some of the children are not particularly interested in the activities and tend to run around the room which distracts others. This is discouraged by staff although they do not focus children's attention to other activities to develop their concentration. During circle time older children listen well and wait for their name to be called but, as the group is large younger ones lose interest. This does not promote children's learning.

Relationships between staff and children are positive. Comfort is given to children who are upset and staff extend learning with appropriate questioning in the activities they are assigned to for the session. Children gain good levels of self-esteem as they receive praise from staff for their efforts and are encouraged to bring in their own special bag to take their pictures home in.

The 'Birth to three matters' framework is in the early stages of being implemented and staff knowledge is currently being developed. There are some progress records completed, for example, how children use climbing equipment and scissors and observations are made of learning that takes place during activities. However, this information is not used to plan for the next steps in children's learning. This does not ensure that children achieve their full potential.

Nursery education.

The quality of teaching and learning is satisfactory. Staff demonstrate a suitable knowledge of the Foundation Stage and can explain how activities link to the six areas of learning. Planning is satisfactory although it does not differentiate for the different abilities of children and evaluations of activities do not show what children are learning in relation to the learning intention. This has the potential that children's learning needs will not be fully met. Staff use appropriate methods to develop children's learning in adult-led activities as they sit with them and ask questions to ensure challenges are suitable. However, they do not often promote learning in other activities particularly in areas of literacy and mathematics. The system for recording children's progress is not robust. Some of the records have only a few examples of what children can do. Observations of children are made although this information is not used effectively to plan for the next steps in their learning and this is currently being developed. Behaviour is managed appropriately. Staff talk to children to remind them what they should be doing and encourage them to take turns as they play together. The room is suitably organised and offers a stimulating environment with a good range of resources to enable children to make their own choices.

Children's attitude to learning is positive most of the time and their concentration is developing. They sit with the books and concentrate well as they look at the pictures and as they use the

laptop with support from staff. Children are proud to show the vegetable person they have brought from home and enjoy receiving a sticker and praise as they take the 'melon head' around the group. Their independence is developing well as they mix the ingredients to make the 'gloop' and learn how to wash the plates and cups. Most children speak clearly in a confident manner as they explain why some children are wearing sandals and join in with familiar songs well. Some of the children are able to link sounds to letters successfully. They find the letter their name begins with on the alphabet board and put their name in the correct pocket. Children handle books well as they sit and turn the pages and pretend to read the stories. Children have daily access to crayons however they are not often used. There is little encouragement by staff for children to ascribe meanings to marks and develop their writing skills by drawing lines and circles.

Children understand and use numbers well. They are able to match number to object as they confidently count the spots on the dice up to six and then move the correct number of places as they take part in the game of snakes and ladders. Children recognise numbers up to five on the jigsaws well and demonstrate a good knowledge of size as they find the big and small ladders on the board. However, they are not often encouraged to develop an awareness of shape as they play or shapes in the environment. Opportunities for children to develop their exploration and investigation skills are good. They learn about change as they make the fruit 'smoothies' and complete topics on the life cycle of a chicken. They have many opportunities to explore how things work. They play with the cash registers and telephones and use the mouse on the laptop to colour the flowers on the screen. Children are competent at building with construction kits making walls and have regular opportunities to construct with recycled materials.

Children's large physical skills are developing well. They climb up and down the slide competently and have great fun jumping on the trampoline. They practise their balancing skills as they walk along the beams on the obstacle course and crawl in and out of the tent with confidence. Fine motor skills are encouraged through painting and colouring although they do not often develop their control in using pencils. Children show a good knowledge of colour as they name the colours of the vegetables on the 'melon head' and the blocks they are building with. There is a varied range of media provided to help children develop an awareness of texture. They explore dough and spaghetti and use appropriate words to describe how the 'gloop' feels. Children's imagination is developed as they create their own music with the instruments and have access to varied role play areas within the provision.

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

The provision is satisfactory.

There is a moderate range of resources to raise children's awareness of different cultures, gender and disability. For example, there are books, dressing up and home corner equipment. Varied festivals are celebrated, such as Eid and Diwali, where children taste different foods and make cards. This helps to raise children's awareness of diversity and helps them to develop positive attitudes. Appropriate systems are in place for children with learning difficulties and/or disabilities and additional staffing is accessed so that children have individual support. Staff are developing their knowledge to ensure children will continue to be supported and they fully understand the importance of working in partnership with parents to ensure any specific needs are met.

Suitable procedures are in place to manage a wide range of children's behaviour. Staff tell children not to throw the blocks as they will hurt someone and encourage them to say sorry if

they have hurt their friend. Children behave well for most of the time. They take turns well as they put the fruit in the blender for the 'smoothie' and line up to wait for their turn on the slide. Children's self-esteem is promoted well as staff praise them for their efforts and give out stickers when they bring things in from home to share. Children's spiritual, moral, social and cultural development is fostered.

Relationships with parents are positive and friendly. They are made aware of how the setting operates through a welcome pack and displaying policy files for parents to view. In addition, information such as the complaints procedure is displayed on the notice boards. Children's individual needs are fully discussed and recorded with parents and daily discussion keeps them informed of their child's time in the setting. Consequently, children are settled and their needs are met well.

The partnership with parents and carers of funded children is satisfactory. They receive information on the six areas of learning and activities that their children will take part in. They are encouraged to be involved in their child's learning as they bring in 'vegetable people' such as a 'melon head' linked to the theme for the month. This enables parents to enhance their own child's learning in the home. Parent's views are sought in relation to their child's development when they first start although records of their progress in the setting are not actively shared. This does not ensure that children's welfare is fully promoted.

## **Organisation**

The organisation is satisfactory.

Most required documentation is in place. Attendance records of children are accurate and attendance of all staff who care for children is clearly recorded. On some days the setting uses volunteers to ensure ratios are met. However, there is no record of attendance kept for one of these persons and this is a breach in regulations. Recruitment procedures are not sufficiently rigorous. The group ensure that appropriate checks are made with the Criminal Records Bureau, however, there is no system to ensure references are obtained and medical suitability is assessed. This compromises children's well-being.

There is a good level of qualified staff who work with the children and additional training courses are attended. For example, 'Managing behaviour', 'Special educational needs' and First aid. This training contributes to the quality of care provided.

Children are happy in the setting and their needs are met appropriately for most of the time. Staff are caring to children and give comfort when they are upset. The key worker system is used for liaison with parents and observing how children are progressing which helps them to settle. Most children benefit from the activities set out. However, the grouping and organisation of children at circle time and during the session does not always ensure that they are all interested and involved. This has the potential to compromise children's welfare.

The leadership and management of funded children is satisfactory. Parents are involved in the committee and regular meetings are held, with the minutes displayed to ensure everyone is informed. Revisions to policies and procedures are currently taking place and management are working with staff to improve practices. Successful strategies are shared and good practice is discussed at staff meetings. Some of the issues raised at the last inspection are met although there are still some outstanding. Overall, children's needs are met.

## **Improvements since the last inspection**

At the last inspection the provider was asked to continue with the action plan to: ensure the supervisor has a level three qualification and half of the staff have a level two qualification; further develop procedures for appointing staff and their induction and develop the use of observations to plan for the next steps in children's play and learning. In relation to the education the provider was asked to develop opportunities for children to write for different purposes and explore number problems; improve the access to technology; develop staff's understanding of how children learn and improve arrangements to share children's progress.

There is now a good level of qualified staff and the supervisor holds an appropriate qualification which ensures that care provided for children is of a suitable standard to meet their needs. Revisions are currently being made to the recruitment procedures to ensure all necessary checks are made. However, the process used for new staff since the last inspection is not rigorous enough and therefore remains a recommendation of this inspection as children's welfare is not fully promoted. Induction procedures are the responsibility of the supervisor and there is a process in place to ensure all relevant policies and procedures are fully discussed with new staff. Consequently, this helps to ensure that procedures implemented are effective to meet children's needs. Observations are made and evaluations of activities take place and the new supervisor is currently working with staff to develop their understanding of how to use this information to plan for the next steps in children's learning. However, since the last inspection there is little improvement and therefore this will remain a recommendation.

Opportunities for children to have access to technology is increased and is regularly planned for. Children are developing skills for using the keyboard and mouse as they use a laptop and learn how the blender is switched on to make the fruit 'smoothie'. Children have access to equipment to make marks on a daily basis with crayons and also have access to writing utensils in the role play area. However, this is not often encouraged by staff as this is a free choice activity and consequently, children seldom practise their skills. Planning shows that there are regular opportunities for children to compare sets of objects such as the 'compare bears'. However, children's opportunities to further develop problem solving skills in routines is not extended. Most adult-led activities are used well to promote children's learning through appropriate questioning by staff. Discussion with staff demonstrates that they understand how children can learn although this is not always promoted through everyday activities in areas of maths and literacy. This does not ensure that children's learning is fully extended. Parents are informed that there are progress records that they can view whenever they wish however they are not actively shared with parents. This does not ensure they are fully informed and compromises children's welfare.

## **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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### 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 there is a record of attendance of all persons looking after children
- ensure that vetting and recruitment procedures are rigorous
- conduct a risk assessment of the premises with an action plan identifying the action to be taken to minimise identified risks and ensure it is monitored and reviewed
- ensure the grouping of children for activities are appropriate for their ages and abilities and that staff are deployed to ensure the safety, welfare and development of children
- continue with the plans to implement the 'Birth to three matters' framework and use the observations made to plan for the next steps in children's learning.

#### 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):

- ensure the system to record children's progress is robust and continue with developing staff's understanding of how to use the information to plan for the next steps in children's learning. Ensure these records are shared with parents
- improve planning so that it differentiates for the varied abilities of children and that evaluations show clearly what children have learned and how they are progressing towards the early learning goals
- develop staff's understanding of how to use every day activities to extend children's learning in areas of literacy and mathematics.

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)