

# Tunstall Methodist Church Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	224731
<b>Inspection date</b>	18 May 2007
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<b>Registered person</b>	Tunstall Methodist Church Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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 good.

### WHAT SORT OF SETTING IS IT?

Tunstall Methodist Church Playgroup is privately owned and has been running for more than 20 years. It is registered to care for up to 26 children aged between two and five years. The setting operates from Tunstall Methodist Church which is on the outskirts of Tunstall Town Centre.

The group currently has 49 children on roll. Of these, 27 children receive funding for nursery education. Children are able to attend for a variety of sessions. The playgroup supports children with learning disabilities and/or difficulties.

The group also operates from Monday to Friday during school term times. Sessions are from 09:15 until 11:45. and from 12:30 until 15:00. There is the option for children to attend for full days from 09:15 to 15:00.

There are five full time and two part-time staff working with the children. Of these, five have early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children learn the importance of basic personal hygiene through daily routines. They know, for example, that they 'get rid of germs by making them go 'schoo schoo schoo' when they wash their hands after using the toilet and before eating. However not all children have the opportunity to wash their hands thoroughly as there is no soap available alongside the bowl of water which is shared. Some children are not given the opportunity to wash their hands after they have had their nappy changed. Therefore adequate steps are not always taken to prevent the spread of infection.

Appropriate measures are taken when children are ill so that health needs are met. Staff are well trained in first aid and procedures are in place should a child become ill or need medical attention.

Children benefit from a healthy diet. They have good opportunities to learn about healthy eating because the setting provides children with regular drinks and food that is nutritious and complies with their dietary and religious needs. Mealtimes are relaxed, social occasions when children sit round the table enjoying their food and each other's company.

Children are developing their independence physically. They are active and are becoming increasingly independent, acquiring new physical skills and control over their bodies. They are learning to express their needs and are beginning to meet those needs independently, for example, by pouring their own drinks. Children are becoming more aware of their own bodies and the effect of exercise as they feel their hearts beating fast after they have been running around. Children enjoy varied opportunities to experience physical activity and develop their skills. They access a range of activities such as competitive games and dancing which enable them to develop their confidence. Children gather and count to five and then run around the room screaming with delight. They run to the end of the hall excitedly as staff call out go.

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

The provision is satisfactory.

Children are safe and are generally well cared for in the main room used by the setting that is safe, secure and suitable for its purpose. This is because the staff ensure that the environment gives children adequate access to a satisfactory range of resources that mostly promote children's development. They are of suitable design and condition and are well maintained.

Children's safety is suitably promoted because the registered person takes steps to promote safety within the setting and on outings. Although there is no written lost child policy, staff are aware of the procedures should a child become lost. The provider mostly ensures proper precautions are taken to prevent accidents and minimise identified risks to children. Risks are adequately assessed, in particular the children's toilets which are used by other visitors to the premises and security of the playroom.. However the building is accessible to any member of the public as one entrance is unsecured.

Children are learning to keep themselves safe. They are beginning to understand about safety issues both within the setting and outside and during planned and spontaneous activities. Children learn about what is dangerous and how to keep themselves safe. They know they have

to walk in single file and hold each others shoulders so 'they don't get lost'. They learn about fire safety, rehearsing the emergency evacuation procedure regularly with the provider.

Children are adequately protected from harm because staff have a satisfactory understanding of their role in child protection. They are able to put appropriate procedures into practice. However procedures to be followed should an allegation be made against a member of staff are not fully robust to ensure consistency for all staff.

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

The provision is good.

Staff use the 'Birth to three matters' framework well to provide good play and learning opportunities for children under the age of three years. Activity planning is satisfactory which ensures children are offered a variety of activities which include art, craft, singing and dancing.

Children are suitably encouraged to develop their communication through language and gestures. Imitation is also used to communicate their needs. They are beginning to use language appropriately to communicate their thoughts, ideas and experiences. Children negotiate with each other as they talk about who is going to play with the crab first. They use their growing language skills to socialise, become part of the group and begin to negotiate with others as a member of that group. Staff model good language and give children the opportunities and time to use their language skills. Children chat about their holidays and the big and small shells they saw on the beach. All children enjoy and share stories, songs and rhymes, sitting on the floor with the practitioner who reads to them and talks about the pictures. Staff talk to children and listen to their responses. Children are confident, independent and are developing their self-esteem. They are happy and settled in the setting and confidently choose what they want to do from the good range of activities available.

### **NURSERY EDUCATION**

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. A basic knowledge and understanding of the Foundation Stage helps staff set realistic challenges for children. Plans are detailed, they incorporate all areas of learning for all the children which ensures a seamless delivery across the age groups. Evaluation of the planning means practitioners are able to recognise where they are successful in promoting learning and where aspects require improvement. However staff are not always confident of the learning intention to extend children's development.

Children show a strong sense of belonging as they greet each other and practitioners on arrival. They self-register by identifying their name and then placing it onto the card that matches the colour of their group. They show and speak proudly about their displayed paintings, pointing to their 'greedy frogs' on the wall displays. Children are familiar with words written on doors and furniture around the room. They identify the 'no smoking' sign in the kitchen, adding that there is another one by the window. They are engaged in their play as they select and carry out activities and assume responsibility for personal care. Children are friendly and show care and concern for others. They speak confidently to share their experiences and listen intently to stories. They select books independently from the comfortable book area and confidently ask questions about the pictures. Children have opportunities to practice early writing skills.

Children understand and use numbers well. They are beginning to recognise numbers and the more able children recognise them up to 18. Children demonstrate a good understanding of

shape as they build with construction kits. Some children are able to identify numbers out of sequence on the numbers board confidently. Number is encouraged in everyday play and routine situations as children count out the pieces of cut fruit they have on their plate.

Children are developing a sense of time and place as they talk about their new school and the uniforms they are going to wear. They gain knowledge of their environment in discussions about simple nursery rules such as running inside. This ensures they stay safe. They are encouraged to observe, explore and investigate the world around them as they talk about the sand and how it feels in their fingers. Children visit the local park to search for insects and this helps to promote their awareness of the natural world. Activities to help children investigate materials are offered. They mix the paint with their fingers laughing as it starts to change colour. This helps them gain an understanding of how things change and how patterns are made.

Children take part in role play based on their own and imagined experiences. They become involved as they dress up and run around the room pretending to be a 'scary ghost'. They dress up in the many outfits available pretending to be nurses taking each other's temperature. Children respond to experiences through music and dance, screaming with delight as they run round the hall. They develop good levels of hand eye co-ordination as they press the numbers on the mobile phones and help each other to fasten their buttons. Effective use of the hall area and good planning extends the development of children's large physical skills.

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

The provision is good.

Staff manage children's behaviour well to help them learn right from wrong and play harmoniously together. Strategies to manage behaviour are effective and are appropriate to the age and understanding of the children. Staff use distraction tactics well and this diffuses any unwanted behaviour. Good behaviour is valued and children are rewarded with stickers for sharing and being kind to each other which they proudly show off.

Children benefit from activities and resources that help them to develop an understanding of diversity and learn about their local community. This means they have a balanced view about the wider world. All children are valued as individuals which actively promotes inclusion. Children's spiritual, moral, social and cultural development is fostered.

Children are developing good relationships with adults and other children in a setting where staff work closely with parents and carers to meet individual children's needs and ensure they are fully included in the life of the setting. This helps children achieve their full potential. There are good arrangements in place to support children with learning difficulties and/or disabilities and those who speak English as an additional language. Staff give careful attention to adapting activities to enable all children to participate and undergo training in order to support children with specific needs.

Children feel comfortable and settled because they see parents and staff acting together and giving consistent messages. Staff recognise the importance of working in partnership with parents and carers. They continuously update parents and carers through discussion about their children's day. Regular newsletters help to keep parents and carers informed about the provision. Parents and carers have access to policies and procedures, including the compliments and complaints book, to help them make an informed choice about their children's care.

Partnership with parents and carers of children receiving nursery education is satisfactory. Although planning is detailed and effective it is not displayed in order for parents to be aware of what activities their children are doing and be involved in their learning. However within the newsletter it does state the theme for that term which is 'under the sea'. Parents and carers are able to talk to staff about their child's progress along the stepping stones and in addition parents' open days are held. Parents are also able to attend advisory meetings where they can express their views in relation to the care and education of their children.

## **Organisation**

The organisation is satisfactory.

The organisation of the setting is effective in ensuring the practice of all staff contributes positively to children's good health, safety, enjoyment, achievement and ability to take an active part in the setting. Most policies and procedures are in place although some require improvement to ensure they are relevant and comprehensive.

Children are cared for in a setting where some staff continue to update their skills and knowledge by attending training, having a clear sense of purpose and a commitment to continual improvement.

Written records relating to children and staff are stored securely which maintains confidentiality. Visitors and staff are asked to sign in and out but the current system does not state the time of arrival and departure. Systems are in place to record children's attendance, however, these are filled out well after the child's arrival time. As a result registers are inaccurate and pose a risk to the welfare of children in the event of needing to evacuate the premises in an emergency. Children are protected from harm as the staff are aware of the importance of ensuring that all unvetted visitors are not left unattended with children in the setting or whilst on outings.

The leadership and management of the setting is good. There are sufficient systems in place to monitor the strengths and weaknesses of the setting and the quality of its nursery education. Staff work together to plan for the Foundation Stage and all staff are aware of their roles and responsibilities. Recruitment and selection procedures are appropriate to ensure that staff are suitable to work with children.

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

## **Improvements since the last inspection**

At the last inspection the setting was required to: ensure that Ofsted was kept informed of any changes to the setting; ensure that their public liability insurance is displayed; provide opportunities for parents to see current registration certificate; ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice and ensure that books and reading resources are accessible to children.

At the last nursery education inspection the setting was required to increase opportunities for children to develop physical skills and outside play and to ensure that planning is broad and balanced over time to allow children to achieve and develop.

Procedures are now revised so that Ofsted is now informed of any changes. For example, the changes in rooms being used have been notified to Ofsted. The public liability insurance and the registration certificate are now displayed so that parents can view them. This ensures that

parents are fully informed and promotes the welfare of children. Activities and resources to promote equality of opportunity have been developed such as books and dressing up outfits are now available. This helps to develop children's awareness of diversity. The organisation of reading resources is improved as they are now accessible in storage boxes. This helps to promote children's learning.

The setting now has the use of the church hall so that children's physical development is promoted and are using their outdoor space more often. Planning is in place which is effective and covers the six areas of learning therefore ensuring that all children are achieving and developing well.

### **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 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):

- Review and improve procedures to prevent cross -infection with regard to hand washing and nappy changing
- ensure a comprehensive risk assessment is carried out on a regular basis covering all areas of the building in order to minimise the risk to children
- devise a procedure to follow in the event of a child becoming lost
- ensure the attendance register is maintained effectively
- develop the child protection policy to include the procedures that would be followed if an allegation of abuse is made against a staff member.

#### **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 training opportunities for all staff with regard to the Foundation Stage to ensure all children's learning is fully supported

- develop the arrangements to encourage parents to be actively involved in their children's nursery education.

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)