

# TJ's Preschool

Inspection report for early years provision

---

<b>Unique Reference Number</b>	253910
<b>Inspection date</b>	23 May 2007
<b>Inspector</b>	Permjit Tanda
<b>Setting Address</b>	The Scout Hut, Cotwall End Road, Lower Gornal, Dudley, West Midlands, DY3 3EJ
<b>Telephone number</b>	01384 345909
<b>E-mail</b>	
<b>Registered person</b>	Mrs Jacqueline Worth & Mrs Tracy Brady
<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?

TJ'S Playgroup opened in 1995. It operates from one room in a single storey building. It is situated in the scout hut in Lower Gornal close to Dudley. There are local shops, a park and a school within walking distance. The group serves the local community and surrounding areas.

Currently there are 11 children on roll. This includes two funded four-year-olds and nine funded three-year-olds. Children attend a variety of sessions. There are currently no children with special educational needs, or with English as an additional language attending, however there is an effective system in place to offer appropriate support. The playgroup is open each weekday from 09.00 to 11.30 for 38 weeks of the year.

Two permanent staff work directly with the children of whom one holds an appropriate Early Years qualifications and the other is working towards one. Two additional casual workers occasionally help care for the children. The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children stay healthy because staff follow satisfactory cleaning routines to ensure standards of hygiene and cleanliness are maintained. For example, areas such as the kitchen and toilets are kept appropriately clean. Children are provided with soap dispensers and paper towels to prevent the spread of infection. However, adults do not consistently support and guide children to gain a good understanding of personal hygiene and therefore they do not show an increased independence in their personal care such as washing their hands before their snack and cleaning their noses with tissues. Children's welfare is adequately promoted through both members of staff holding a current first aid certificate. A first aid box and all the required documentation and formats are in place for administering medication and recording accidents and therefore the children's welfare is promoted.

Children are provided with a snack during the session which includes a healthy option such as a selection of hard and soft fresh fruits. Children are kept well hydrated through a drink with their snack and free access to a jug of water and cups which are easily accessible.

Children benefit from an appropriate range of physical activities indoors daily. They freely use the climbing frame and wheeled toys throughout the session which they enjoy. Children show an increased awareness of space and skilfully manage obstacles and each other whilst running and riding wheeled toys. They confidently climb, crawl and move with control and co-ordination. Children use smaller equipment such as hoops, balls and beanbags and develop their hand and eye co-ordination through using targets. Children test and develop their physical skills through music and movement, action songs and ring games. All of which contribute to their health and development.

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

The provision is good.

Children are cared for in a secure and safe environment. Written risk assessments coupled with staff checking the environment daily helps staff reduce potential hazards in the environment and therefore children can move safely and freely. Children are provided with a broad range of toys and resources which are safe and suitable. Children learn the importance of staying safe and understand that certain rules are in place for their own safety. Staff are vigilant about the children's safety and supervise the children well. Fire safety is given good consideration. A clearly written evacuation procedure and regular fire drills which are carried out with the children ensures children learn to keep themselves safe. All of the required policies and procedures for the safe management of the setting are in place.

Children are protected by staff of whom all have a secure understanding of child protection policies and give appropriate priority to children's welfare.

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

The provision is good.

Children are welcomed into an inviting and child-oriented environment. On arrival they are happy and eager to participate. Children settle easily into activities and show good levels of interest in their chosen play. The consistent, warm and caring relationships developed by staff

foster the children's trust and sense of well-being. The relaxed and child-friendly environment allows children to make confident choices and they are absorbed and happy in their play.

Children clearly enjoy being at the setting, and eagerly take part in the varied stimulating and practical activities provided for their learning and enjoyment. There is a warm and caring atmosphere where children feel genuinely valued. They initiate their own play and use the toys and resources well. Children achieve well because staff plan effective activities and have a good understanding of the Curriculum guidance for the foundation stage and the 'Birth to three matters' framework; they use this to ensure they meet their individual learning needs.

## Nursery Education

The quality of teaching and learning is good. Children enjoy and choose from a good range of appropriate resources and activities. They have the confidence and abilities to initiate their own play and do so with ease as they move around their play room selecting what they want to play with. Staff have high expectations of children's behaviour and use a range of strategies to praise and value children's efforts. This contributes to well develop self-esteem and children who know the boundaries. Staff act as very positive role models for the children ensuring that they explain to them why they have been praised. For example, they praise them for helping tidy up. Children are inquisitive and curious because staff provide an appealing range of experiences, for example, the domestic area includes dressing-up clothes, cots, toiletries and a shop. This helps children build on their play and learning. All children are eager to learn because of the stimulating environment provided for them. Children access a good range of resources, which support their learning across all of the six areas of learning. They are keen to be involved in the good variety of activities that meet their needs.

Children use mark making to represent their ideas and use the writing table well, for example, children use templates, glue, scissors, pencils and rulers freely. Children understand marks carrying meaning, for example, a child independently walks around with a notepad and writes a message for an adult by colouring the page green to remind her the theme for tomorrow is 'green'. They recognise their names from name cards at the snack bar and on their work. They have opportunities to see and handle letters of the alphabet and this is reinforced well through the letter of the week. Staff emphasise sounds of letters which in turn encourages the children's interest in familiar sounds. Children interact well with each other and adults and are keen to talk in groups. A book corner has recently been set up with comfortable seating, however, there is not a broad selection of books which capture the children's interest and therefore children make little use of the area. Story sessions are not always successful and children do not always show a fondness for books and stories this is again due to the limited range of books and story aids to help engage the younger children.

Children spontaneously count during their play, for example, they count money in the shop and paper whilst cutting with scissors. They learn to recognise numerals through puzzles and games. The snack bar is used well, children are encouraged to use the pictorial signage and numerals to select the correct amount of fruit and biscuits. They play a range of interesting games such as using sorting bears to compare size, shape, colour and quantity. Everyday activities such as singing number rhymes helps them gain an interest in number and early calculation. However, more able children have few opportunities to begin to solve mathematical problems and explore concepts such as weight, capacity and measurement through activities such as the sand and water.

Children enjoy physical play which is available to them daily. Children's physical skills improve through an appropriate range of experiences, including large and small equipment, ring games and action rhymes. They show an awareness of space for themselves and others as they move around the area, manoeuvring around obstacles. They competently use a wide range of equipment such as scissors, paint brushes, play dough cutters, construction toys and puzzles. All this contributes to developing their hand to eye coordination.

Children show an interest in the way musical instruments sound. They enjoy using the musical instruments and confidently use the percussion instruments to explore rhythm and beat and learn to use the CD player. Children begin to make sense of the world and express their ideas as they join in a wide range of exploratory and sensory experiences such as exploring the properties of corn-flour and dough. Children have opportunities to look at similarities, differences and changes through practical meaningful activities, for example, children have made jelly, dough, and have made, floated and melted ice cubes with plastic insects. The sand and water is made available regularly but children do not always invest their curiosity in what is available, this is sometimes due to the lack of challenge the areas offer, for example, the troughs are small and the range of sand and water toys are limiting. Children have a satisfactory range of opportunities to use arts and crafts such as paint, making collage and models, however, often they are linked to the theme and therefore opportunities for children to freely express and communicate their own ideas are sometimes limited.

Teaching arouses children's curiosity because staff effectively plan using their knowledge of the Curriculum guidance for the foundation stage. They plan themes for the year, a medium term plan that identifies learning objectives and these are then programmed into weekly activities. They gather evidence of children's starting points from parents and use their written observation and assessments to assist in planning for the children's learning. Staff are beginning to record incidental observations of the children which are then transferred to the assessment records. Staff organise a good balance of adult-led, adult supported and child-initiated play opportunities to ensure that all children are interested and motivated to learn.

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

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. All children are welcomed and are given the opportunity to take part in the session. The small group allows staff to quickly learn about the children's individual personalities and requirements and therefore they are effective in meeting their needs. Children have some opportunity to learn about their own cultures through celebrating festivals such as Christmas and Easter. Opportunities to learn about diversity through a meaningful and appropriate range of activities is less well planned and therefore children have few opportunities to learn to respect others cultures and beliefs. Children have access to a moderate range of positive image resources and play materials which helps them learn about race, culture, gender and disability. Staff are committed to developing the inclusion policy positively and are able to meet the needs of children with special needs. Children's behaviour is good because staff employ consistent positive behaviour management strategies including praise, encouragement and rewards. Staff treat children with respect and provide good role models. Children display abilities to share, take turns and play co-operatively.

The partnership with parents and carers is good. Staff welcome parents into the setting. They receive some good quality information about the provision and the educational programme. They are welcome to stay during sessions to help children settle in and can volunteer as parent helpers. The notice board displays relevant information such as the educational programme

and daily activities. Policies and procedures are also made accessible, all of this helps to keep them well informed about the groups operations. Staff actively seek parental views and opinions prior to admission and on a regular basis whilst the child attends. These are valued, respected and acted upon. Staff ensure that parents are aware of how their children are progressing and developing through regular discussion and sharing the children's developmental profiles. The involvement of parents in the setting through regular coffee mornings and encouraging them to contribute to themes and topics, coupled with good communication benefits the children greatly.

## **Organisation**

The organisation is good.

Children are cared for by suitably qualified staff. Staff leading the educational programme are secure in their knowledge of the Foundation Stage and 'Birth to three matters' framework and how to support children in their play and learning and therefore children make good progress towards the early learning goals and in their development. The policies and procedures are implemented effectively by enthusiastic and dedicated staff who enjoy the time they spend with the children. The environment is organised to maximise play opportunities for children. Children are happy, settled and enjoy their time at the setting.

Leadership and management is good. The management team are committed to improving the service provided through their own professional development and staff training. Appropriate monitoring and evaluating systems are in place to regularly monitor the effectiveness of the care and education. Staff meet informally to plan and to assess the running of setting and they work closely with the support teacher to identify areas for improvement. All of the relevant legally required documentation is in place and is regularly reviewed and updated.

Staff and students receive a detailed induction into the policies and procedures that govern the smooth operation of the setting. This ensures children's safety, well-being and care in this area. However, although the staff team have been established for some years, there are no formal systems in place for recruitment and staff records do not include details of staff training and qualifications. This potentially compromises children's safety. Overall, the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

The setting has made some good progress since the previous inspection. At the last inspection four recommendations and two key issues were raised to improve the care and education of children. Most have been successfully addressed and therefore the children's safety and learning has improved. A detailed written risk assessment of the premises is regularly carried out and prompt action to minimise identified risks. The registration system includes the arrival and departure time of children and parents also sign the children out at the end of the session. Drinking water is made readily available through the creation of the snack bar. One recommendation has not been successfully implemented; ensure all staff records detail the required information. Information on some staff files do not include details on recruitment, training and staff qualifications. Children have increased opportunities to develop their physical development daily through a varied range of resources. Staff effectively use the children's developmental assessments to aid future planning and help children take their next steps in their 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):

- encourage children to learn about personal hygiene through daily routine
- build on the resources and experiences children have to learn about diversity
- ensure all individual staff records include information about recruitment, training and qualifications.

### 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 the children's fondness for books and story sessions
- continue to develop the sand and water areas to offer children further challenge
- increase the opportunities children have to use a wide range of arts & craft materials to express their own ideas

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)