

Lees Pre School Playgroup

Inspection report for early years provision

Unique Reference Number	301966
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Inspector	Rachel Ayo
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Registered person	Lees Pre School 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 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?

Lees Pre School Playgroup was registered in 1978 and is a committee-run voluntary organisation. It operates from two rooms within the Methodist Chapel in Cross Roads, near Keighley in West Yorkshire. A maximum of 26 children may attend the setting at any one. The playgroup is open Tuesday, Wednesday, Thursday and Friday from 09.15 to 11.45, term time only.

There are currently 33 children aged from two to under five years on roll. Of these, 28 children receive funding for nursery education. Children attend a variety of sessions and come from within the local community.

There are five members of staff who work in the playgroup and over half of the staff hold an appropriate early years qualification. The setting receives support from the Pre School Learning Alliance, Bradford under Fives Association and the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are sufficiently protected from infection because staff adequately follow appropriate environmental health and hygiene guidelines, policies and procedures. For example, they wash their own hands before preparing snack and clean tables with an anti-bacterial solution before children eat. Children are further protected as illness procedures ensure the exclusion of those who are infectious. Children are involved in appropriate routines, such as washing their hands before preparing the fruit for snack time. This helps them to learn to understand simple good health and hygiene practices. Children are clearly familiar with the 'wash your dirty hands' song as they eagerly join in, rubbing their hands together.

Children are appropriately taken care of if they have an accident because staff implement suitable procedures. For example, a good level of staff hold an up to date first aid training certificate and all staff have attended training in the use of an EpiPen. This ensures that they are able to respond effectively to a serious accident or emergency situation, which promotes children's safety and welfare.

Children are sufficiently nourished. They are offered a range of healthy snacks, such as fruit, and are provided with either milk or water at snack time. Children enjoy helping to prepare the snack; they carefully cut up a range of fruit with support from staff.

Children take part in regular physical activity. This is mainly indoors, although occasional trips, for example to the park or on the sponsored toddle, allow children to benefit from fresh air. Younger and older children clearly enjoy joining in with action songs, such as 'Funky Monkey'. Staff join in enthusiastically to act as good role models. They support and encourage children, who giggle and become very giddy as they see their 'teachers' having fun. Children show good fine motor skills as they engage in a range of activities that support this area of their development. For example, older children use tools competently to create detail on the dough leaf that they have made. Younger children show confidence as they make swirls and lines with mark-making materials.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm and welcoming environment. Staff display children's artwork and box craft models, such as the 'silly cylinder people'. They additionally decorate cupboards and dividers, for example, with photographs, numbers and letters. Space is generally organised creatively to enable children to move around freely and make independent choices about their own play and learning. For example, activities are set out around the room on large floor rugs and low-level tables. Photographs in the entrance hall showing children engaging in different activities, along with notices for parents, additionally contribute to parents and children feeling welcomed and a sense of belonging. The setting has recently received funding for new equipment, enhancing the range of safe and suitable resources and furniture available to children to meet their needs.

Children are cared for in a generally safe environment as staff have identified most risks, minimising these appropriately. For example, cleaning materials are inaccessible, high handles ensure that children are unable to leave the premises unsupervised and accessible electric

sockets are covered. However, the vestry, an area which is used by children, has not been risk assessed by staff. Although the premises are well secured during the day, access to the provision is not monitored effectively when children are brought to, and collected from the setting. Staff demonstrate good supervision levels during the session, for example, as they escort children to and from the bathroom. Children engage in a range of topic based activities to help them learn to keep themselves safe. For example, photographs show a visit from a Fire Officer who arrived in a fire engine.

Children are safeguarded appropriately because staff understand their role in child protection. The manager and designated staff member have recently attended training to enhance and update their knowledge and understanding of this subject. They have cascaded information to the other members of the staff team to develop their awareness, along with providing them with child protection information. The most up to date safeguarding procedures are displayed at the setting, to ensure that staff are able to respond promptly to any concerns of this nature, thus promoting children's safety and welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are well settled and present as happy. They readily say goodbye to their parents before running off, eager to play, for example, with the dinosaurs in the tray of lentils or with the role play resources. Children are involved in a suitable range of planned activities and spontaneous events which support their development and learning. For example, staff talk to children about the butterfly that is newly emerged from its cocoon and talk to children about symmetry as they look at the patterns on butterfly wings. Young children concentrate appropriately as they choose their preferred activity, such as mark-making or digging in the sand. Planning incorporates the 'Birth to three matters' framework and young children's records are currently being developed. This is to ensure that they are in line with this publication, as opposed to the Foundation Stage curriculum guidance.

All children relate well to others as they link up to engage in different types of play. For example, they cooperate as they share the train track to manoeuvre their individual train, sit and take turns with the musical instruments or engage in imaginary play in the home corner area.

Children respond well to staff who show a warm, caring manner and are interested in what they do and say. They are enthusiastic and motivated and spend good amounts of time sitting with children to support their play and learning. For example, children are helped to make a dough leaf for the egg to lay on, an extension of 'The Hungry Caterpillar' story and 'Life Cycle' theme. Staff additionally support children's learning with props made from home. For example, one staff member has skilfully made butterfly wings from soft, sheer material. They use these during a music and movement session where children enact 'The Hungry Caterpillar' story to music.

Nursery Education

The quality of teaching and learning is satisfactory. Key staff continue to develop their knowledge of the Foundation Stage and this has been cascaded to other staff members to ensure that they are adequately aware of the nursery education programme and of how children learn effectively. Long term plans of activities reflect a generally balanced range that supports most areas of the curriculum. Short and medium term plans show clear learning intentions, however, evaluation systems are basic and differentiation is not clearly linked to children's individual needs. Children's development records contain observations of their achievements,

along with photographs clearly linked to the stepping stones and general next steps for learning. However, records are not always kept up to date and starting points are not clearly identified. This impacts on a clear picture of progress being presented. Staff have a positive and cheerful approach and interact easily with the children. Activities and resources are sufficiently challenging overall.

Children clearly enjoy their time at the setting and have a positive approach to new experiences, such as making patterns on butterfly templates using a range of paint colours. They generally persist for good periods of time at an activity of their choosing, such as the dough, and manage developmentally appropriate tasks as they cut up fruit or pull their sleeves up before washing their hands. Children show good levels of confidence and self-esteem as they talk freely about their home. For example, older children talk to the inspector about their experience of buying new shoes with their mummy. Children demonstrate flexibility and adapt their behaviour to different events and social situations. For example, they know that they need to sit down and listen at story time.

Children use language confidently as they contribute to discussions at carpet time, listening to others as they wait their turn to share some news. They listen to stories, such as 'Dear Zoo' with increasing attention. This is because staff fully engage children with their interesting and enthusiastic tone, and through the good use of props. For example, children take turns to look behind the flaps in the book, then find the matching animal inside a box. Children handle books carefully and hold books the correct way up, turning pages appropriately. They clearly enjoy sharing their enjoyment of books with their peers as they sit in small groups after choosing their preferred story.

Children are beginning to recognise some familiar words; older and younger children correctly find their name from the display board as they self-register on arrival. The mark-making area is well accessed. Younger children manipulate objects with increasing control as they draw circular marks and lines on their paper, and older children draw clearly recognisable items, such as flowers. Staff provide a range of opportunities for children to link sounds to letters. For example, they sing 'I spy, with my little eye' and children have to choose an object that begins with that letter, placed inside the circle.

Children are provided with opportunities to count within everyday activities. For example, staff encourage them to count how many children are present; children count up to 24 by rote, rhythmically clapping their hands at the same time. Older children point and count up to six objects, such as the dough cutters, then continually take one away to say how many are left. Children use simple calculation, for example, as they are asked how many more helpers are needed to make three if two have already been chosen. Staff provide good opportunities for children to examine objects and living things to find out more about them. Photographs show children looking in wonder at an octopus, and their gaze is fixed on the newly emerged butterfly, fluttering its wings in the net enclosure.

Children move freely with pleasure and confidence during the music and movement session, moving in a range of ways. They crouch down with their arms and legs tucked in as they pretend to be a tiny egg on a leaf and shuffle on the floor as they pretend to find food like a hungry caterpillar. As the music reaches a conclusion children gracefully move their arms up and down as they flutter around the room like a butterfly. Children use tools and materials competently, for example, as they explore the dough, changing it into different shapes. However, opportunities for children to use more challenging, larger equipment are limited. Children use a suitable range of available resources to create props to support role play, and clearly enjoy using the interesting

range of new wooden musical instruments to explore and learn how sounds can be changed. Although children enjoy making patterns at the adult-led painting activity, opportunities for children to freely access creative materials are limited.

Helping children make a positive contribution

The provision is satisfactory.

All children are treated with equal concern and staff give regard to relevant anti-discriminatory practice. For example, all children are encouraged to access resources and activities equally. Staff ensure that children's individual needs are well met because they work in partnership with parents and carers. A key worker system has been set up to support settling-in arrangements, which helps children develop security and confidence. Staff liaise with parents before placement to ensure that children's records contain information, such as health or dietary, which enables appropriate care to be given. Staff are enhancing this practice by devising an 'All About Me' booklet, which requests more detailed information from parents.

Staff share some aspects of the setting with parents before placement, such as activities provided and the aims of the setting, however, policies and procedures are not sufficiently shared. Regular newsletters, photographs and information on notice boards keep parents informed about the setting. Parent feedback is extremely positive.

Children benefit from a good range of resources and activities that help them value diversity. Photographs and posters show children and adults from a range of family backgrounds and children celebrate a wide range of festivals to help them learn about their own and others' cultures and beliefs. For example, they dress up to participate in the Christmas Nativity and engage in food tasting as they celebrate Diwali.

Overall, children behave well and learn to respond to appropriate expectations for their behaviour. Staff use appropriate positive reinforcements, such as praise and encouragement, and demonstrate a calm approach. Staff use explanations when they discuss unwanted behaviour with the children, and regularly remind them about the setting's boundaries, for example, taking turns and sharing. Minor disputes between children are dealt with sensitively and positively.

Children's social, moral, spiritual and cultural development is fostered.

Partnership with parents and carers in relation to the nursery education is satisfactory. They receive satisfactory information about the Foundation Stage through the pre-school leaflet and through planning being displayed. Parents receive regular information about current or forthcoming topics to ensure that they are kept informed about what their children are learning. Staff are currently reviewing their practice to include parents more effectively in the assessment process. Staff set out children's profiles throughout the session, inviting parents to access these whenever they wish. Parents are sufficiently encouraged to be involved in their children's learning. For example, they are asked to contribute to topics by bringing items from home, or asked to support their child's learning at home, such as by looking for different shapes in the environment.

Organisation

The organisation is satisfactory.

Children clearly feel at ease in the setting as they confidently move around, freely making choices and taking decisions in the accessible environment. Staff are deployed suitably to

ensure that children receive appropriate levels of support where necessary, for example, with the painting activity, and have the opportunity to play by themselves, such as with role play resources. Children are clearly familiar with the satisfactory routines of the setting, for example, as they help to tidy up for snack time.

Recruitment and vetting procedures are suitable in ensuring that children are protected and cared for by staff with appropriate knowledge and understanding of child development. Although induction procedures are in place, these are not sufficiently effective in ensuring that new staff members are fully aware of the setting's policies and procedures.

Policies and procedures have recently been revised and updated to ensure that they are in line with requirements, and most are working in practice to promote satisfactory outcomes for children. Overall, record keeping systems are used suitably to promote the efficient and safe management of the setting, promote children's well-being and meet individual needs. For example, parents sign their children in and out with exact times of arrival and departure recorded in the daily attendance record.

Leadership and management in relation to the nursery education are satisfactory. Key staff, including the manager, oversee the delivery of the nursery education and have an appropriate knowledge and understanding of this overall. Other staff are developing their understanding and confidence through support, guidance and regular meetings. Staff work well as a team, are enthusiastic and have a good level of commitment towards continuously improving practice and their individual learning. The manager is currently devising an appraisal system to enhance staff development, and informal meetings are held each week to look at practice issues. The setting seeks out advice and support from the local authority to look at ways of improving their practice and are looking at developing a more formal system for the overall evaluation of the provision to address areas for improvement. This demonstrates a willingness to continually improve and has a positive impact on children's care, learning and play.

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

Improvements since the last inspection

At the last inspection, which received a judgement of inadequate, a number of actions were raised relating to the child protection policy, staff's knowledge and understanding of child protection procedures, and recruitment procedures.

Children are now safeguarded because all staff have developed their knowledge and understanding of child protection. The designated person and pre-school manager have attended training, cascading this to the whole staff team. The child protection policy has been reviewed and the most up to date safeguarding procedures are held, thus promoting children's welfare. Ofsted have now been informed of new committee members, enabling them to carry out appropriate checks on their suitability and ensuring that children are protected.

In relation to the nursery education, the playgroup were given a number of recommendations relating to teaching methods, children's access to independent creative activities, evaluation systems, resources that promote information technology and partnership with parents.

Resources that encourage children to show an interest in information and communication technology have been enhanced by the provision of new computer equipment, due to be set up in the near future. Staff have enhanced their quality of teaching by balancing their level of interaction to provide children with opportunities to take responsibilities for their learning.

Staff set out children's assessment records each session to provide greater access to parents, which improves working in partnership with parents. Long term plans have been evaluated to ensure that all areas of learning are being covered, enhancing children's learning.

A recommendation has been raised again regarding children's access to independent creative activities.

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 all complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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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):

- improve the arrangements for monitoring access to the premises at the beginning and end of each session
- ensure that all areas used by children are subject to a risk assessment
- improve the arrangements in place for sharing the setting's policies and procedures with parents
- improve the induction process to ensure that staff are fully informed about the setting's policies and procedures.

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):

- enhance the detail included in planning in relation to evaluation and differentiation
- improve the systems for completing children's assessment records to ensure that they show a clear picture of progress
- improve children's access to independent creative activities and provide more opportunities for children to develop skills in using large equipment.

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