

# Oakworth Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	301972
<b>Inspection date</b>	11 May 2007
<b>Inspector</b>	Melissa Louise Patel
<b>Setting Address</b>	Oakworth Methodist Church, Lidget, Oakworth, Keighley, West Yorkshire, BD22 7HN
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<b>Registered person</b>	Oakworth Playgroup
<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?

Oakworth Methodist Church Playgroup opened in 1985 at its current location. It operates from two rooms in the church hall in the Lidget area of Oakworth. It serves the families of the local community.

There are currently 58 children from two and a half to five years of age on roll, of whom, 24 three year olds are in receipt of nursery education funding. There are no four year old children currently attending. Children attend for a variety of sessions. The setting supports children with English as an additional language.

The group opens four days a week during school term times. The sessions are from 9.10 to 11.40 Monday, Wednesday, Thursday and Friday and 12.40 to 15.10 Monday and Thursday.

There are six members of staff employed to work in the group on a full and part time part time basis, rota parents assist the staff at some of the sessions. There are two staff members that hold a level 3 early years qualification, and two staff that hold a level 2 early years qualification. There is one staff member currently training towards a level 3 early years qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are cared for in a suitably clean environment. The children are learning good routines to promote hygiene. For example, they wash their hands before eating their snack, after going to the toilet and after messy activities. They use throw away paper towels to limit the chance of any cross infection. The staff follow good hygiene routines to promote children's good health, such as wiping down the tables before snack time. Good accident, medication and sickness procedures ensure that the children's welfare is maintained.

The children are nourished well. They eat healthy snacks daily. For example, they eat lots of fruit, such as bananas and apples. They receive healthy drinks, such as milk and water.

The children's gross physical skills are developing well. For example, the children can move around freely indoors. The children have lots of opportunities to use different apparatus. For example, they climb large apparatus and balance on balancing blocks. The children are learning how their body feels after exercise. For example, they feel their heart beating. In addition, the children move to music and rhyme.

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

The provision is satisfactory.

The children are cared for in a bright and reasonably maintained building, which is generally welcoming. The children are greeted on arrival and there is some useful information displayed for the parents. However, some of the equipment in the play group has not been maintained, in order to promote a good quality environment for the children. For example, there is a table with chipping paint and a torn cushion. The children can move around the room independently, accessing a generally good range of equipment which is stored safely. There is a suitable security system at the playgroup, which ensures the children are appropriately safeguarded.

The children are learning the importance of suitable fire safety awareness. For example, there are appropriate fire procedures in place, which are fully understood by the staff and the fire evacuation procedure is practised regularly with the children. In addition, the children learn about their own safety and the safety of others as they move around the room. For example, they receive gentle reminders not to run around in a small space and why. The children's safety is protected and promoted as the staff have an appropriate understanding of how to protect children, and whom to contact if concerned about a child.

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

The provision is satisfactory.

Children are settled and they respond appropriately to adults. They use a generally good range of equipment, which is set out for them. The equipment is suitable for their individual stage of development. The children paint, use glue and enjoy exploring the wet corn flour. They use toy vehicles and make tracks in the sand. The children are developing their communication skills well. For example, the staff ask the children appropriate questions, such as 'which is the biggest'? The children use words, such as soggy and soft as they play with the corn flour. In addition, the children enjoy listening to stories and looking at books in a comfortable area.

The children benefit appropriately from a range of planned activities to support their needs. The younger children's activities are planned using the 'Birth to three matters' framework. However, the children's development files are still in progress and do not yet state what is planned next, in order to further their individual development. The children's care needs are met. For example, they can eat at suitable times and use the toilet as required.

## Nursery Education

The quality of teaching and learning is satisfactory. The staff have sufficient knowledge of the Foundation Stage. Most staff have received some training to support their understanding and to help them deliver the Foundation Stage satisfactorily for the children. The staff plan activities appropriately, in order to cover the areas of learning. However, the plans do not always highlight what the learning intention is and whether the plans are to be adapted for less or more able children, in order to further the children's individual development. The children's development files are good overall. However, they do not show what is planned next, in order to progress the children's individual learning.

The teaching methods are sufficient in helping children to progress in their learning. For example, the staff question children appropriately to encourage them to think. The organisation of the environment is generally good. However, some resources are not always accessible, in order to promote children's spontaneous choice. This also applies to the younger children that do not receive nursery education funding.

The children are settled and they relate well to adults. For example, they respond to them appropriately at story time by joining in. They are learning self-care skills and independence sufficiently. For example, they wash their hands and put away the plates at snack time. The children explore the environment and enjoy their experiences. For example, they laugh as they shake the corn flour off their hands.

The children are developing their early language skills appropriately. For example, they talk about what they are doing now. They answer questions appropriately. The children are developing their early reading and writing skills. For example, they recognise their own name on the cards used at snack time. The more able children can write their name and less able children make reasonable attempts to write their name forming recognisable letters and lines. The children make marks reasonably freely. However, there are fewer opportunities for children to develop writing for a purpose through role play or making lists.

The children are starting to develop their understanding of early mathematics appropriately. For example, they start to understand mathematical language through creative play. For example, they use words, such as biggest and smallest. The children use counting skills often in everyday activities and routines, such as at story time, giving out plates and through singing and rhyme. They start to learn about comparison as they compare different size tools in the corn flour. In addition, they start to learn about the concept of size and space and as they fill and empty different size containers in the water.

There are sufficient experiences for children to develop their creativity satisfactorily. For example, they can differentiate colours generally well, such as through a painting activity. They experience musical instruments, dressing up and use their imagination. For example, they use the resources in the home corner to act out preparing and eating foods. They experiment with different media, such as paint, corn flour and play dough. They learn through their senses as they do so.

The children explore and investigate as they move around the environment. They start to operate simple equipment, such as toy telephones and tills. They also can operate real ear-phones with help. They learn appropriately through designing and assembling different toy construction materials and building bricks. They talk about home and relate to personal events, such as birthdays. In addition, they start to learn about the meaning of time as they discuss what they did yesterday.

Children's physical skills are developing well. For example, they develop their fine motor skills during mark making, using glue spreaders and pouring water. In addition, the children's gross motor skills are developing. There are lots of experiences to challenge the children. For example, they learn to balance on the stilts and crawl through the tunnel. They are also learning how to look after their body through healthy eating and exercise.

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

The provision is satisfactory.

Children are learning appropriately about diversity. For example, the children are starting to develop knowledge about differences in society, through accessing a range of suitable resources to reflect positive views of diversity in society today. For example, there are books, pictures, dolls and dressing up costumes and materials. In addition, festivals, such as the Chinese New Year and Divali are celebrated.

The children are encouraged to behave positively through suitable interaction from the staff. The staff set boundaries. For example, the children receive simple explanations from them through daily activities and routines. In addition, they learn to share the toys. The children's individual needs are managed appropriately through the staff interacting closely with the children and through discussion with the parents. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is satisfactory. Children's security, stability and learning is promoted generally well by the staff's suitable working relationships with the parents. For example, the staff are readily available to talk to the parents on a daily basis and do so appropriately. There is some suitable supporting written information available for parents, such as relevant policies, procedures and some newsletters. The children take home pictures daily to show what activities they have been involved in. The parents also have access to their own child's individual development files. These files show the progress of their child in relation to the 'Birth to three matters' framework and the Foundation Stage in learning. However, there is not always information sent home or displayed with regard to the education provision provided, such as examples of activities linked to the Foundation Stage and ideas for parents to enable them to continue play and learning activities at home.

The parents do not have up to date information regarding the complaints procedure. This is because the provider's knowledge of regulations with regard to complaints has not been updated. In addition, the system for the recording of complaints is not in line with current regulations.

### **Organisation**

The organisation is satisfactory.

The suitable organisation of the environment ensures that the children can move around independently and use a generally good range of resources. Children's care and learning is

promoted appropriately as they receive a range of planned routines and activities. In addition, there are appropriate staffing ratios. Overall, the provision meets the needs of the range of children for whom it provides. The documentation to support the children's care is mostly available and promotes the children's good health, safety and well-being. Children benefit from suitable policies and procedures which are reflected in daily practice, such as the regular practise of the fire evacuation procedure.

The leadership and management for the nursery education is satisfactory. The staff are supported appropriately. For example, the procedures and training are satisfactory, in order for the staff to promote the Foundation Stage sufficiently for the children. The staff are able to assess the settings strengths and weaknesses generally well. In addition, they are considering options, in order to improve the nursery education for the children. There are some monitoring and evaluation systems in place for the nursery education. However, the evidence does not make it fully clear as to how the whole of the nursery education is evaluated to ensure that any gaps in the education provided for the children are identified and acted up on.

### **Improvements since the last inspection**

At the last care inspection the provider was asked to ensure that the children's development records are easily accessible to parents. This request also includes the nursery education. The provider was also asked to ensure that the child protection statement includes procedures to follow should a member of staff be accused of abuse, ensure that the times children attend the sessions are recorded and to ensure that resources are extended to promote disability.

The provider has ensured that the children's development files are accessible in the play group and the parents have been informed. The child protection statement has been appropriately updated. The times children attend are recorded on the register and there are now further resources to reflect disability. This means that improvements have been made, in order to improve children's care and learning.

At the last nursery education inspection the provider was asked to develop planning systems to ensure the learning objectives are clear and to use the children's assessments to inform the future planning. The provider was also asked to provide opportunities for children to develop their understanding of information and communication technology.

The provider has developed the long term plans to show the learning objective. However, the day to day planning is still in the process of being developed and a further recommendation has been made. The children's assessments are used by the staff to inform future planning for the children. The children use sufficient equipment to support their learning in information, communication and technology, through learning how to operate simple equipment. In addition, the setting has just purchased a computer and this will be available for the children to use in the near future. This means that there have been some improvements made to the nursery education provision and that there are still some areas for development, in order to support children's learning.

### **Complaints since the last inspection**

Since 1 April 2004 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.

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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):

- improve maintenance to some of the equipment
- improve knowledge on the complaints procedure October 2005 and develop systems for the recording of complaints in line with regulations
- extend the children's individual development files to include what is planned next to support their learning [also applies to nursery education].

#### 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):

- provide further opportunities for the children to select their own choice of play materials spontaneously [also applies to care]
- provide further information for the parents, in order to support children's learning with regard to the nursery education
- develop systems to evaluate the whole of the nursery education provision and develop the planning to show how the activities are adapted for less or more able children and to clearly show the learning intention
- develop further opportunities for children to write for a purpose through role play.

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)