

St Paul's Peel Playgroup

Inspection report for early years provision

Unique Reference Number	307568
Inspection date	01 May 2007
Inspector	Barbara Law
Setting Address	St Pauls Peel Church Hall, Manchester Road West, Little Hulton, Manchester, Lancashire, M38 9EA
Telephone number	0161 703 8700
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Registered person	Karen Tomlinson
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 good. 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?

St Paul's Peel Playgroup was registered in 1998. It operates from the church hall of St Paul's Peel Church in the Little Hulton area of Salford. The playgroup has use of the playroom, church hall and kitchen, with access to the enclosed outdoor play area. The playgroup is open each Monday, Tuesday, Wednesday and Friday morning from 09.15 to 13.00, term time only. The playgroup is registered to provide care for a maximum of 26 children at any one time. Currently there are 45 children on roll, of whom twelve are in receipt of educational funding. The playgroup supports children with learning difficulties and disabilities, and children who have English as an additional language. There are six members of staff who work directly with the children, of whom more than half hold a childcare qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children understand good hygiene practices, such as washing hands after toileting and before food and they use tissues appropriately. They are cared for in a clean and hygienic environment and they are protected from infection. For example, an effective exclusion policy is in place, and the use of liquid soap dispensers, warm water and paper towels are provided in the bathroom. Staff have a clear understanding of the importance of good hygiene when changing nappies.

Staff are fully committed to providing children with opportunity for fresh air and exercise. Children enjoy physical activities outdoors whatever the weather, using a wide range of equipment, such as bikes, scooters, cars, hoops, bats and balls. Their physical health is further promoted through indoor activities, for example, children climb and balance on bars, they use tunnels to crawl through, and dance actively at music and movement sessions. Children have good opportunities to rest or sleep according to their individual needs.

Children are nourished through healthy snacks, such as fresh fruit. They learn about healthy eating through displays, pictures and discussions with staff about foods that are good for them. Children respond well to helping themselves to a selection of sliced fruits and they enjoy socialising with their peers during snack time. Staff have a good understanding of the importance of providing water. As a result, children enjoy pouring their own drinks, which are accessible at all times.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The play areas are colourful, warm and welcoming to children and parents. Children are able to move around safely and confidently due to the effective organisation of furniture and resources. They use a good range of quality toys and equipment, which are checked daily for safety and cleanliness. Children are cared for in a very safe and secure environment due to several precautions being in place. For example, radiator guards are fitted, electrical socket covers are in place, doorbell system on the front door and use of the visitors book ensure callers to the premises are closely monitored. Children are protected from harm through detailed risk assessments that are carried out to minimise hazards.

Staff give high priority to children's safety when taking them out, for example, high adult to child ratios are put in place. Children learn to keep themselves safe because the staff have a high level of awareness of safety, such as showing them how to hold and carry scissors safely. Children's safety is enhanced due to staff having a good awareness of fire precautions. Children develop an understanding of fire precautions through being made aware of and practising the emergency evacuation plan. Children are well protected because most staff are clear and knowledgeable about their roles and responsibilities in a child protection situation. They are aware of signs and symptoms of abuse and a designated member of staff takes responsibility for liaising with appropriate agencies.

Helping children achieve well and enjoy what they do

The provision is good.

Children engage well in a good range of age-appropriate and interesting activities to foster their all-round development; for example, preparing a tea party in the role play area, chalking patterns outside or watching the paper clips jump up to the magnet. Children play happily and cooperate well together in their self-chosen activity, such as holding hands and joining in a 'Ring o' Roses' activity together. They acquire new knowledge and skills through the staff skilfully asking them questions to make them think, such as 'How many yellow bricks can you see?' Children develop confidence and self-esteem because staff give them lots of attention and support. Consequently, children are happy and settled. They are eager to play and join in activities and clearly enjoy each other's company. Young children can explore and show interest in a range of natural materials, such as sand, compost, water and dough, to develop their senses. Through a range of art and craft materials children develop their imagination and creativity, thus promoting their sense of achievement and enjoyment. For example, they make a sticking picture to take home and help to create a large collage for the display.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff have an understanding of the Foundation Stage curriculum and use this to provide a learning environment covering the six areas of learning. Children make progress towards the early learning goals through purposeful and developmentally appropriate experiences, such as pouring their own drinks and helping themselves at snack time. Staff are confident in observing and recording what children can do and use this information to plan the next steps in children's learning. Staff recognise and value a child's individuality through learning and using some appropriate words in the child's home language. Children's use of speech and language is well supported by staff through good use of puppets and at story time.

Children show increasing independence in selecting and carrying out activities, such as collecting their own lunch boxes and plates at lunch time. Children enjoy identifying their named and pictured coat peg and their place mat at the lunch table. Most children separate from their main carer with confidence and eagerly join in activities. Staff are warm and caring and offer comfort and cuddles when new children are upset. Children draw and paint freely using a good range of implements, such as pencils, crayons, brushes, pens and chalks. They frequently give meaning to marks, such as 'I'm making spiders', when drawing a picture. Children listen to stories well and join in familiar words. They enjoy music and movement activities, for example, singing and acting the 'Hokey Cokey' and joining in the story 'We're going on a bear hunt'. However, due to limited displays of written words and letters, children lack the opportunity to develop an interest in print in the environment. Children successfully use one-handed tools and equipment, such as rolling pins and cutters when shaping the dough.

Children show a lot of interest in numbers and counting. They confidently count up to five and use size language when constructing large models with the bricks, for example, 'I'm making a big tower.' Children enjoy joining in with number rhymes and songs, such as 'Five cheeky monkeys'. They confidently explore and competently operate a variety of objects and equipment, for example, mouse control at the computer, magnifiers, magnets and telephones. Children show great interest in the world in which they live, for example, they study 'bugs' using magnifiers and watch with interest the growth and development of the bulbs they planted earlier in the year.

Children develop their imagination well through noticing what adults do and imitating what they observe. For example, a child makes notes while chatting on the telephone. They happily join in favourite songs. Children engage well in role play based on first hand experiences, such as making a pot of tea and pouring it into cups, adding milk and sugar. They are keen to participate in activities requiring hand and eye coordination, such as cutting and sticking. Children respond well to rhythm and music by happily joining in action songs and games. They competently move in a variety of ways, such as running, balancing, climbing and pedalling. Children show good awareness of their own needs with regard to eating and hygiene, as they choose what to eat and they know to clean their hands before food.

Helping children make a positive contribution

The provision is good.

Children are valued as individuals and have equal access to all toys and resources. They are cared for by staff who work with parents to obtain information regarding food allergies, special requirements, likes and dislikes. Children feel a sense of belonging because they enjoy positive relationships with each other and the staff. Children develop good awareness of own needs and the needs of others, for example they are beginning to learn sign language. Children become aware of the wider world through a good range of play resources reflecting colour and culture, such as dolls, jigsaws and books. Strong emphasis is placed on valuing diversity through the displaying of positive images, the recognition of festivals and the respect shown to dual-language families.

Staff are fully committed to including all children and take positive steps to promote inclusion, such as reviewing play plans, providing specialist equipment and facilities. For example, spring loaded scissors are available, adapted taps ensure easy use, toilet aids promote children's independence and a ramp to the outdoor play area provides easy access. Children's welfare is protected as the staff are knowledgeable regarding what to do in the event of identifying a child with learning disabilities or difficulties. Children behave very well. Staff provide a lot of positive reinforcing and children respond well to clear boundaries and explanations.

Partnership with parents is good. Parents feel welcomed into the setting. Children's needs are met well through parents being given lots of daily information about how their child has been and what they have done. An information leaflet is provided for new parents, as a result, parents feel valued and involved. Staff invite parents to discuss progress towards the early learning goals. However, information regarding the Foundation Stage curriculum is not easily accessible to parents resulting in a lack of knowledge about their child's learning. Parents are recognised as the first educators of their children. They contribute to themes and topics through bringing in items and photos from home. This contributes greatly to children's care and well-being. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Children are protected because of effective recruitment and vetting procedures. Children are well cared for by staff with knowledge and understanding of childcare development. Required ratios are maintained at all times to support children's play and keep them safe. Documentation is in place and contributes to the safe and efficient management of the provision, however, the daily record of attendance is not always updated. Good deployment of staff contributes to children's enjoyment and achievement as they consistently interact with the children. Effective

organisation of play areas and resources allows children to be independent and confident learners. A range of policies and procedures are in place and shared with parents which promotes children's well-being. An effective key-worker system results in children settling well.

Leadership and management is satisfactory. Staff have attended Foundation Stage training and are involved in the planning for the curriculum to help children develop in all areas. Systems are in place to identify weaknesses and to bring about improvements regarding the delivery of the curriculum. There is a formal evaluation of staff performance through regular supervision and appraisals. The provision is managed and monitored well through team meetings. The leader motivates staff through valuing their ideas and input, and giving them areas of responsibility, such as providing activities relating to the 'Birth to three matters' framework. Children benefit from staff commitment to broadening their knowledge and skills in childcare practices through further training. Good teamwork is clearly evident in the setting. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last inspection the group has completed detailed risk assessments on activities undertaken by the children. The water in the water play tray is checked regularly to ensure ambient temperatures are maintained. This means that children are able to play comfortably during the activity.

Systems, such as regular observations and formal recordings have been developed to inform planning for children's next stage. This ensures children make progress in all areas of their development.

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.

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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):

- ensure the daily record of attendance is accurately maintained.

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 opportunity for children to develop interest in print from the environment
- provide information for parents regarding the Foundation Stage curriculum.

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