

# Batley Road Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	322045
<b>Inspection date</b>	20 April 2007
<b>Inspector</b>	Maralyn Chiverton
<b>Setting Address</b>	Phoenix Youth Club, Batley Road, Alverthorpe, Wakefield, West Yorkshire, WF2 0AE
<b>Telephone number</b>	01924 302715
<b>E-mail</b>	
<b>Registered person</b>	Batley Road 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Batley Road Playgroup is managed by a voluntary management committee, made up of parents of children at the playgroup and members of the local community. It was registered in January 1978 to care for no more than 20 children aged two to five years. There are currently 39 children on roll, of whom 25 are in receipt of nursery education funding. The provision operates from the Phoenix Youth Club in Alverthorpe, on the outskirts of Wakefield. The provision serves families from the local community. The playgroup supports children with learning difficulties or disabilities.

The playgroup is open for five sessions a week, Monday to Friday during term time only. Times of opening are 08.30 to 16.00 Monday, Wednesday and Thursday and 08.30 to 11.30 on Tuesday and Friday. The playgroup has use of a large playroom. There is a large enclosed outdoor play area.

There are seven members of staff who work directly with the children, six of whom hold appropriate childcare qualifications. The setting has been accredited with a quality assurance

kite mark. It receives support from the local authority and is a member of a recognised network group.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children thrive because staff implement good, effective health and hygiene practices and procedures which meet their individual needs well. Children are very independent in their personal care and have a good understanding of the importance of washing their hands. They know this is to wash away any germs which could make them sick. Children's understanding is further promoted through the use of a set of humorous, personal hygiene jigsaws. Staff are very proactive in developing children's understanding and awareness of the importance of a nutritious diet and the impact it will have on their bodies. For example, children participate in hands on experiences such as making fresh, fruit salad kebabs. Children and staff members discuss how eating lots of fruit helps to make children grow strong and healthy.

Children are protected from illness and infection through an effective sick child policy which requests parents to keep children at home if suffering from any infectious disease which could be passed on to other children. They benefit from well planned activities to develop their physical skills. For example, they enjoy dancing to musical instruments and song. They practise balance and hand-eye coordination using balancing beams, balls, hoops and soft play equipment. Visits from the local rugby team also help to promote children's enjoyment of exercise in a fun way. A comfortable book area allows children to have periods for rest and relaxation.

Children in receipt of nursery education funding move around the setting with independence and confidence. They display good awareness, control and coordination as they use wheeled toys outside. They show good awareness of others as they join in for singing and group activities. In addition, there is good provision for imaginative movement through regular music and movement sessions. The setting's outdoor area provides good opportunities for vigorous play and children enjoy using a good range of large and small equipment with control, safety and competence. They understand what happens to their bodies after exercise. For example, they talk about being too puffed to talk, feeling hot and needing to rest to get their breath back.

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

The provision is good.

Children are kept safe in a warm and secure environment. Photographs of children at play, as well as an attractive parent notice board makes the entry into the setting bright and welcoming. A register is taken of all children who attend and includes all adults present. Visitors are asked to sign a visitor's book and parents complete a 'pick up' book if anyone other than themselves collects their child. Children's understanding of personal safety is well promoted through simple explanation, discussion and consistent routines. For example, children regularly practise the emergency evacuation and remind each other that if they run inside they could fall and hurt themselves. They enjoy visits from 'people who help us' and these include a local crossing patrol person who talks to them about road safety.

Effective deployment of staff, space and resources allows children to move freely and independently and ensures all areas are well supervised. Children are offered a wide range of resources and equipment that are safe, suitable, purposeful and checked daily for safety. Any

equipment in need of replacement is purchased through a reputable company which complies with BS EN standards. Children benefit from the high priority given to their safety. For example, staff efficiently monitor access to the building and this ensures unauthorised persons are unable to gain entry into the provision. Children are kept safe from harm because staff have a clear understanding of child protection and the procedures to be followed in cases of concern. However, the confidentiality policy does not include any reference with regard to child protection and confidentiality to ensure children are kept safe at all times.

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

The provision is outstanding.

All children arrive happy and eager to participate. They take control of their own learning, show high levels of independence and are pro-active in promoting their ideas. Children have excellent concentration skills and are very purposefully engaged in their play. They are eager to join in with the varied, imaginative, stimulating and innovative range of activities and experiences offered. This allows children to be extremely confident and self-assured. Such activities include, making butter, watching dye travel up the stem of a flower and following the life cycle of a butterfly. Children benefit from the expertise of highly skilled and experienced staff who constantly promote their learning through daily routines as well as planned opportunities. Children are confident to participate in new experiences and are very supportive of each other. Close and caring relationships help children to develop a strong sense of self and increase their sense of trust. They play well independently and together in groups. A flexible and child-centred approach to planning allows children to learn at their own pace. Staff display an exceptional awareness and understanding of how individual children learn and skilfully question children to further promote their learning. Children's welfare and individual needs are well met through an exemplary key worker system.

### **Nursery education**

The quality of teaching and learning is outstanding. The quality of teaching has an excellent impact on children's learning. Staff are secure in their knowledge and understanding of the Foundation Stage and stepping stones. They use a wealth of techniques to promote children's learning. These include the use of daily routines to skilfully question children, offer appropriate challenges and encourage them to recall past activities. For example, during snack time children are encouraged to discuss the seeds in a slice of tomato, then challenged to name other fruits which have seeds inside. Emphasis is given to 'hands on experiences' to promote children's learning in all six areas of learning. For example, children make number lines and small books. An excellent mix of child initiated as well as adult directed activities allow children to make exceptional progress towards the early learning goals. Children's progress is recorded in their special files. Staff use children's personal interest to further develop their learning. For example, if a child is interested in digging in the garden then the next steps in his learning would be to plant bulbs to show a natural sequence of digging, planting and growing. Children are confident and independent learners. They are well behaved, are able to take turns and share and show consideration to others. Children can count up to 12, use mathematical language and are learning about simple addition and subtraction. They understand that print has meaning and are able to recognise and link sounds to letters. More able children write their names using letters that are recognisable. Children are able to use their senses to explore and investigate living things and objects. For example, they follow the life cycle of a butterfly. They use communication technology well to support their learning. Children are very confident in expressing real and imaginary experiences in role play. They explore colour, shape, form and texture in a variety of ways, such as making models and doing observational drawings.

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

The provision is outstanding.

All children are welcomed and play a full and extensive role in the setting. Their ideas and views are valued and well respected. Children benefit from the high regard all staff members place on their individuality as well as a comprehensive understanding of the needs of the children in their care. They benefit from an environment which is rich in promoting diversity through a wealth of excellent resources, such as a book of photographs depicting homes from around the world as well as cultural musical instruments. Activities such as making a dragon for the Chinese New Year further promote children's awareness in a fun and innovative way. All staff members are positive role models who give the utmost priority to promoting children's understanding of their needs and those of others. For example, to support and help promote the self-confidence of a child who was reluctant to wear his glasses, an opticians was set up in the role play area using a variety of spectacles with clear glass. Staff members and children then each chose a pair to wear to promote the understanding that it is acceptable to wear glasses. Children's spiritual, moral, social and cultural development is fostered. Children are extremely well behaved and actively contribute in taking personal responsibility for their behaviour. Any children with learning difficulties or disabilities benefit from the designated coordinator's excellent knowledge and understanding of the issues concerning such children. They receive exceptional support and guidance to further promote their welfare, care and learning.

Partnership with parents and carers is outstanding. Partnership with parents is given high priority. An excellent partnership with parents contributes significantly to children's well-being in the setting. Parents receive lots of quality information about the provision and the Foundation Stage. For example, parents are given an attractive information flier as well being invited to attend a Foundation Stage evening where they are able to watch a video and discuss the early learning goals. Parents feel valued and are respected as being their child's first educator. Their views and ideas are identified and taken into account through the completion of comment sheets and questionnaires. Parents have their own notice board and receive a termly newsletter which includes information about the planned topics and how they can be involved in their child's learning. A parent lending box provides parents with books on how children learn through play. They are encouraged to look at their child's special file and to add comments about their child's progress.

## **Organisation**

The organisation is outstanding.

Children benefit from an exceedingly well managed and organised provision. A stimulating environment fosters children's enthusiasm and motivation to learn. Children access all toys and activities freely and independently through well utilised space and effective deployment of resources, staff and equipment. All staff have an excellent understanding of their role and responsibilities and are enthusiastic and motivated. They are highly skilled and actively contribute and involve themselves in children's learning which provides an excellent contribution to children's, enjoyment, achievement, and the ability to take an active part in the setting. There are excellent contingency plans in place to cover for staff absences to ensure there is always consistency of care. Staff work exceptionally well in partnership with parents to ensure all children's individual needs are met. They all work exceedingly well as a team which ensures children are offered a very high degree of continuity of care and education.

Leadership and management are outstanding which has a very positive impact on children's progress. The setting has a clear vision which is shared with staff and steers the work of the setting. This ensures a shared purpose and collaborative approach to children's care and education based on the 'Curriculum guidance for the foundation stage'. There is a strong commitment to improvement, training and the professional development of staff. They recognise that self-evaluation is the key to continuous improvement and rigorously monitor and assess the provision of nursery education. Leadership and management set clear, realistic targets and evaluate the impact on children's well-being and learning through the actions taken. They identify their strengths and weaknesses as well as areas for improvement and act upon their evaluations to make improvements. They are totally committed to effectively promoting an inclusive environment where every child matters.

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

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

Following the last inspection a recommendation was put in place to improve children's safety through ensuring the entrance to the toilet area was made secure and did not pose a hygiene hazard for children.

Since the last care inspection the setting has taken very positive steps to improve children's safety. A new entrance has been built which is secure. This allows the toilet facilities to be monitored to ensure they do not pose a hygiene hazard.

### **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.

## **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.

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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):

- review the confidentiality policy to include information with regard to child protection concerns and confidentiality to ensure children are kept safe at all times.

## **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)