

# St Wilfrids

Inspection report for early years provision

---

<b>Unique Reference Number</b>	500186
<b>Inspection date</b>	06 June 2007
<b>Inspector</b>	Carol Ann Dixon

<b>Setting Address</b>	Mabel Street, Newton Heath, Manchester, Lancashire, M40 1GB
------------------------	---

<b>Telephone number</b>	0161 681 1385
-------------------------	---------------

**E-mail**

<b>Registered person</b>	Jane Richardson
--------------------------	-----------------

<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?

St Wilfred's playgroup has been established for approximately 20 years. It operates independently inside St Wilfred's Church of England Primary School in the Newton Heath area of Manchester. The playgroup has the use of a classroom and bathroom facilities. It has access to a large outdoor play area which is shared with the school's nursery class. The playgroup is registered to provide 12 places for children aged from two to five years. The group is currently open from 9.00 to 11.30 Monday to Thursday, and from 13.00 to 15.30 on Monday and Tuesday during term time only.

There are currently 20 children on roll. Of these, five children receive funding for nursery education. Children attend from the local community.

There are two members of staff who work directly with the children, both have a relevant childcare qualification.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children are cared for in a comfortable, clean environment where there is plenty of space and separate areas to offer a wide range of activities. Children's immediate safety, health and welfare is well promoted by efficient staff practice. They undertake additional cleaning as necessary, for instance, they clean tables before and after children eat and clear away any spilt food promptly, to ensure a hygienic environment at all times. Children learn about personal hygiene through regular routines, such as washing their hands before eating and after using the toilet. Children receive clear encouragement to begin to care for their own health needs, as staff offer sound role models and give clear explanations.

Children enjoy healthy and nutritious foods at snack time, including a broad range of fresh fruit. Children choose from the chopped up fruits which are available to them each day. They discuss the different tastes and textures and which of the fruits are their favourites. Children understand that certain foods are good for them and that some help them to grow. They take part in food tasting sessions, where they have further opportunities to learn about different foods, finding out which ones are healthy and how they affect their development. Children take part in planting and growing seeds and follow the growth of these with interest.

Children enjoy a very wide range of physical activities which contribute to their good health. They develop control of their bodies and improve their physical skills and coordination as they participate in structured activities. These include excellent opportunities each day to use the extensive garden area. It is equipped with a large static climbing frame, balancing beams and raised planted beds for increased gardening. Children understand playing safely in the garden as they discuss wearing sun hats and sun cream with staff during hot weather.

Children use small equipment, such as pencils, glue spreaders and small construction pieces which aid their development of fine manipulative skills. Younger children are developing their independence physically and emotionally as they acquire control over their bodies and new physical skills. They are learning to express their needs and are beginning to meet those needs independently, for example, by being able to access washing facilities for themselves.

Children's general health and safety is supported by all relevant paperwork and records and all members of staff hold current first aid certificates. Children's medical needs, both ongoing or of an emergency nature, are effectively managed with thorough, clearly outlined procedures adhered to by staff. These stringent, well-executed measures ensure that children's health is promoted at all times.

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

The provision is satisfactory.

Children are cared for in a welcoming setting where their artwork is creatively displayed and resources are organised and accessible. Continuous monitoring of the environment by staff ensures that children are able to access play materials which are safe and suitable for their use. Equipment is checked on a daily basis by the pre-school staff to ensure it is safe and remains in good condition. The room is organised to enable children to move freely and safely around the different activities on offer.

Most aspects of children's safety have been considered. For instance, there are suitable arrangements in place to ensure the security of the premises and the arrival and departure of children is monitored to ensure they cannot leave unnoticed. Staff supervise children appropriately and make sure the required adult-child ratios are maintained at all times.

Children are helped to gain some understanding of maintaining their own safety and that of others. For example, staff ensure children access the climbing frame in a safe way and they explain how to hold scissors safely. However, a lack of detailed recording to accurately monitor the number of children and staff present, poses a potential risk which needs to be addressed.

Children have some understanding about taking responsibility as they fully participate in tidying away equipment. However, they do not take part in regular emergency drills which could compromise their safety in the event of an emergency evacuation of the premises. Children are given explanations by staff about using materials safely and understand the importance of listening to instructions in order to prevent accidents.

Children are protected as staff have a satisfactory understanding of child protection issues and their responsibilities. A copy of the local authority procedures and other relevant information are accessible to guide staff in the action they should take if they have any concerns about a child. Some members of staff have attended relevant training and have an understanding of the correct referral system should they have cause for concern about any child. The referral system is displayed for parents' information. However, the setting's written policy requires updating as it currently relates to the school's management and is not applicable to the responsibilities of the registered person.

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

The provision is good.

Children are happy, secure and settled. They are eager to attend and participate in the activities and play opportunities provided. They settle quickly when they arrive in the setting and have a clear knowledge of the routine of the session. Children have a sense of belonging in the pre-school, they are confident in their relationships with each other and with staff, participating in discussions and initiating conversations. For example, they play activities in the home corner and talk about events which have taken place at home. Children and staff engage in discussions about a variety of topics, for example, during the inspection they talked about children who were missing because they were on holiday. This was developed into further discussion about places children had been to during the recent holiday period.

The pre-school session is planned to include opportunities for children to engage in free play, to participate in adult planned activities and to take part in both small and whole group work. Staff understand how children learn and continually encourage, support and praise them. This helps children to become confident and seek out the activities. Children move freely around the room and make their own decisions about what they do. They choose from the resources staff set out for them to explore, or from those items accessible to them in open fronted shelving units.

Children show great enjoyment as they participate in the balanced range of activities. These include opportunities to engage in imaginative role play with the dolls and prams and explore sand and water play, the sensory area and a wide variety of crafts and construction. Children love to paint freely at the easel and know to independently wash their hands afterwards. They enjoy filling the containers with sand and tipping them out into the sand tray.

Children work cooperatively and become engrossed in some activities, such as creating a house from a large cardboard box which they delight in climbing in and out of. Older children have a good use of language, they make requests, explain their thoughts and ideas and take part in negotiation during their play. For example, when exploring the contents of plastic tubes one child said to another, 'I'll just see if it makes a noise and then I'll give it to you'. All children enjoy stories, songs and musical rhymes, they love to sing familiar action rhymes together and enjoy having stories read to them. Some children are confident enough to sing alone in front of the group. Children develop self-esteem and confidence because staff use lots of positive language followed with praise and encouragement for their achievements. Stickers are used to reinforce positive behaviour and recognise children's achievements.

Children settle quickly due to the staff's care, understanding and planning. They ensure that they have basic necessary information about children, including their likes and dislikes. Younger children's learning and development is promoted because staff have a sound understanding of child development. All staff have a good understanding of the 'Birth to three matters' framework and have attended training for this. Assessment and developmental progress records have been introduced but are, as yet, insufficiently detailed to show children's progression from a starting point.

### Nursery Education

The quality of teaching and learning is satisfactory. The manager has a secure knowledge of the Foundation Stage and staff are committed to developing their understanding with future training for the Early Years Foundation Stage identified. Existing planning systems are currently being reviewed. All children are supported by a key worker and all staff undertake observations on the children attending. However, the pre-school's method of assessing children's progress and achievements is not yet sufficiently well developed or clearly linked to any plans. This makes it difficult to monitor their progress through the stepping stones. Staff know the children well and adapt activities to suit them as individuals, giving additional support or further challenge as necessary to help them to make progress at their own rate. However, this is not identified in records of planning. Children benefit from participating in both child and adult led activities.

Each child has a progress file, however, there is insufficient information to adequately gauge children's starting points. Parental involvement is limited and they do not have regular opportunities to contribute to their children's learning.

Children are friendly and confident with one another and with the adults caring for them. Staff support and encourage their developing independence and self-help skills well as part of the daily routine. Snack time in particular offers good opportunities for this, as children take it in turns to help prepare the room, set the table, serve one another and help clear away afterwards.

Children's behaviour is generally good overall, they are confident using language to make their wants and needs known and to participate in discussions. They negotiate turns with little help required and ask questions to gain knowledge and information. For example, they ask if they are going outside to play and make decisions about whether it is warm enough to play without coats. Children enjoy stories and books, both alone and at story time, where they join in with rhymes and pay attention to the text in the books. All children enjoy joining in the repetition of the familiar story of 'The Gingerbread Man'. There are some opportunities for mark-making in the writing area. However, very few children make attempts to write their names on pictures.

Children count confidently and use mathematical language throughout their daily play. For example, they use number lines when counting in large groups and they confidently count the items they are playing with. Children talk about size and can compare 'small', 'smaller' and 'smallest'. There are many number displays around the setting and children have opportunities to view numerals frequently.

Children are gaining a knowledge of their community and the wider world through the provision of a range of resources and activities. They have opportunities to explore the wider world through topics looking at the world around them. Children have ample planned opportunities for using everyday technology through computers and calculators, as well as programmable toys where they learn about direction and controlling objects. Children talk about the daily routines and show that they understand routines within the day as they respond to the signal of the wind chimes for tidy up time. Children explore the natural world around them as is shown when they hunt through the garden for snails. They show wonder and maintain their interest in the snails as they examine and observe them.

Children move with good levels of coordination and spatial awareness. They develop their gross motor skills as they use the climbing frame and ride bikes outdoors. They manoeuvre these well as they follow a track. They are provided with bicycles that cater for different skill levels and thus offer some challenge.

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

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. They have opportunities to become familiar with their local community as they visit local places of interest, such as the park and go on nature walks to collect things from the environment. Children have equal access to the full range of resources and activities on offer and staff treat all children as individuals. Children are provided with resources that reflect positive images and they find out about their own and other cultures as they participate in planned activities throughout the year. Staff work with parents and other agencies as necessary to support children with learning difficulties.

Children are learning to respect each other and to take turns and share. They are familiar with the rules of the group and can tell each other and staff what behaviour is acceptable. Positive behaviour is acknowledged and praised by staff throughout the session. Unwanted behaviour is dealt with quickly and calmly, usually by distracting the children away from unwanted situations. Children are able to recognise unwanted behaviour between themselves, often telling each other they must be kind to others and listen when someone else is talking.

During children's settling in visits, parents are verbally informed of what their children will be doing and are given information about what to do in certain situations, for example, if their children are sick. Parents are encouraged to visit with their children a couple of times to help them to settle into the group. During these visits the staff talk to parents about what their children can already do.

The partnership with parents and carers of children in receipt of government funding for nursery education is satisfactory. Parents are provided with their children's records of achievements when their child leaves the setting. These contain examples of work and show photographs of their children participating in various activities. However, parents do not receive any written information about the Foundation Stage and how it is used to help children make progress in their learning.

A notice board displays some information for parents and they have access to the setting's policies and procedures. Parents have daily opportunities to exchange information with staff as they bring and collect their children.

## **Organisation**

The organisation is satisfactory.

Children benefit from the satisfactory organisation of the group and the routines, which make them feel secure. The manager uses appropriate induction procedures and ensures that staff are vetted and qualified. Staff are aware of their role within the group and they work together to promote its effective running. Records detail the individual requirements of each child and include relevant consents and contacts. However, records of staff and children's attendances lack the necessary detail required. Basic policies and procedures are in place to promote the safety and well-being of the children present in the group and to help ensure that the care and education offered is appropriate.

The quality of leadership and management is satisfactory. Current systems for monitoring all aspects of existing practice and the provision for nursery education are not sufficiently well developed. However, some areas for development have been identified which demonstrates a positive attitude to the ongoing improvement of the setting. For instance, staff informally identify their own strengths and weaknesses and have recently changed the planning to improve the care and nursery education provided, although this has not yet been fully implemented.

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 the setting was asked to improve its child protection procedure and the recording of staff and children's attendances. These recommendations have not been addressed and remain as recommendations arising from this inspection.

## **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 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 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):

- further develop the assessment of children and the evaluation of activities to inform future planning and show children's starting points and progression (also applies to nursery education)
- ensure that records of staff and children's attendances are appropriately detailed
- ensure that children are able to practise emergency evacuation procedures on a regular basis
- review the child protection procedure to ensure it is applicable to the setting

### **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):

- improve information for parents relating to the Foundation Stage, early learning goals and stepping stones
- continue to improve systems for monitoring and reviewing existing practice within the provision
- make improvements as indicated in the care section above

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)