

Clifton Methodist Playgroup

Inspection report for early years provision

Unique Reference Number	303214
Inspection date	20 April 2007
Inspector	Pauline Garfield
Setting Address	Clifton Methodist Church, Lister Street, Rotherham, South Yorkshire, S65 2AX
Telephone number	01709 512150
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Registered person	Clifton Methodist 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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Clifton Methodist Playgroup, opened in 1980. It operates from one room in the Methodist Church building, in Clifton, Rotherham. A maximum of 18 children may attend the playgroup at any one time. The playgroup is open five days a week during school term. Sessions are from 09.15 to 11.45 and 12.45 to 15.00. All children share access to a secure enclosed outdoor play area.

There are currently 67 children aged from two to under five years on roll. Of these 38 receive funding for early education. Children attend for a variety of sessions. The group supports children with learning difficulties.

Five full/part time staff work with the children. All have early years experience, two staff hold qualifications and two are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are beginning to develop an understanding of the importance of personal hygiene through some good practices, such as washing their hands after visiting the toilet. However, they do not wash their hands before snack. Staff have current first aid certificates and accidents are recorded. There is an illness policy in place with exclusion details. However, there is no clear policy for medication other than a notice explaining 'antibiotics will not be given'. Staff take it in turns at cleaning routines. However, some children's furniture and the sink area require further attention.

Children are able to access snack during the session when they wish. They enjoy a healthy snack of apples and milk. Children's preferences are taken into account and water is offered on request. However, children do not have access to drinking water at all times.

Physical development is promoted as children access a selection of activities throughout the day. For example, they enjoy playing in the outdoor area where they ride and scoot on bicycles. They show coordination and control as they climb and slide on apparatus. Children enjoy a range of songs and action rhymes indoors. This range of activities promotes children's health and well-being.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Parents and children are welcomed by friendly and approachable staff. Children access a range of satisfactory equipment and toys. The premises have recently been redecorated and new display boards are in place. Some posters are in place around the room. For example, 'My First Map'. However, no children's work is displayed.

Risk assessments are in place and the security of the premises is good. Staff lock the side gate and visitors ring a bell to gain entry. Fire evacuation drills are practised on a regular basis but a fire log book is not maintained or readily available for inspection.

Staff have a good understanding of child protection and the procedures to follow if they have concerns about a child. A designated member of staff is in place to deal with any issues, and the group have a child protection policy which includes a procedure if an allegation is made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is inadequate.

Children have a good bond with staff and are praised and encouraged for their achievements. Young children who are settling in are comforted and reassured by caring staff who sit with them on a couch and look at a book. Children are happy and confident within the setting. They enjoy building with large construction bricks and playing in the sand with buckets and scoops. Children enjoy playing with windmills from the seaside table display and staff talk about visiting the seaside. Staff have attended 'Birth to three matters' training but do not plan and provide a range of stimulating and appropriate activities using the 'Birth to three matters' framework. For example, no planning is in place and sensory activities available are limited.

Nursery Education.

The quality of teaching and learning is inadequate. Staff have a knowledge of the stepping stones towards the Foundation Stage and have attended appropriate training. However, they do not plan activities to meet the individual needs of the children that attend. They use out-of-date planning from a previous year. This means that children's individual progression along the stepping stones towards the early learning goals is restricted due to not identifying activities and experiences that promote achievement. 'Foundation Assessment' folders are used to record children's achievements but observations are very limited. Assessment records for children that have attended for two years lack detail. This means that activities lack challenge and observations of children's progression along the stepping stones are not used to plan their next steps of learning.

Most children separate from the main carer with confidence and sit on the carpet whilst the register is taken. Children approach staff and show a sense of achievement at a picture they have painted. Some children sound out the first letter of their name when looking at name cards at registration. Children draw with chalks on the wall outside and make marks when painting. However, they do not have regular opportunities, resources and activities to ascribe meanings to marks and understand the concept of writing for a purpose. Children only have opportunities to identify their name at registration and when accessing the snack table. They listen to a story in a large group and staff ask open ended questions, to which children respond. This promotes their language development.

Children use mathematical language when they build a tower of bricks and say 'it's bigger than me'. Children show an interest in counting and enjoy number rhymes and songs, such as 'five little men in a flying saucer'. They show an interest in shapes when playing with interlocking shapes. Children glue and stick collage materials together on paper plates. They show a sense of routine, time and place. Children do not have opportunities or show an interest in information and communication technology. They scoop soil into plastic trays and plant mixed flower seeds. They water them and put them in a propagator.

Children ride on tractors and in little cars in the outdoor play area. They mix powder paints together and explore colour. Children join in with favourite songs and rhymes. However, they do not show an interest in the way musical instruments sound. Children are able to access a role play travel agents which contains brochures of other countries. However, they do not use this area as the resources are limited. For example, no dressing up clothes, till or money.

Helping children make a positive contribution

The provision is inadequate.

Children have access to toys and resources which provide positive images of children and the wider world. For example, books, dolls and people figures. All children are welcomed into the setting and take part in the activities provided. Children are praised and encouraged when they wash their paint palates after completing a painting. The group work well with parents and other external agencies, such as speech therapists, to ensure the individual needs of all children are met. A policy is in place for children with learning difficulties or disabilities. The children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is inadequate. Parents are invited to look at children's assessments before they move onto nursery and at any other time. Parents have an information board with some policies and procedures. They are welcome to stay with children when they

first commence to help them settle into the provision. However, children's achievements along the stepping stones to the early learning goals are not shared with parents. This restricts the two way sharing of information between parents and practitioners to plan the next steps of learning and enhance children's development. This means that parents are not able to contribute to their children's assessment and are not provided with information on the early learning goals.

Organisation

The organisation is inadequate.

The leadership and management is inadequate. Staff do not plan activities to help children achieve and progress towards the early learning goals. There are many gaps in the educational provision which restricts children's progression along the stepping stones to the early learning goals. The educational provision is not monitored or evaluated by staff.

Policies and procedures are disorganised and some regulatory policies are not in place in line with the National Standards. For example, the complaints procedure does not contain the new address and telephone number of Ofsted and a complaints record is not available. A lost children's policy and permission to seek emergency medical advice or treatment is also not in place. The operational plan is limited to activities and the routine of the day. There are no clearly defined staff roles and practitioners rotate to different activities throughout the session. There is no manager in place who has at least a level 3 qualification appropriate to the post. All staff have equal status and no member of staff has overall responsibility for the day-to-day running of the group. This results in the group lacking motivation and direction. Good adult-child ratios are in place and staff are an established team that have worked together for some time.

Overall, the provision does not meet the needs of the range of the children for whom it provides.

Improvements since the last inspection

An action and a recommendation was made at the previous care inspection relating to the operational plan, staff qualifications and providing children with a healthy snack. Children are now provided with healthy snacks. However, an operational plan which includes an action plan stating when staff will complete suitable qualifications is not available. Several key issues were also raised at the last funded nursery inspection. An action plan was also not available on inspection but some improvements have been made to the outside area. Overall, little improvement has been made since the last inspection.

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 inadequate - notice of action to improve.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- plan and provide a range of stimulating and appropriate activities using the 'Birth to three matters' framework
- ensure there is a manager in post who has at least a level 3 qualification appropriate to the post
- ensure a fire log book is maintained and readily available for inspection
- update policies in line with the National Standards for complaints, lost children, administration of medication and permission from parents for emergency medical advice or treatment.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- improve procedures to link observations of children's progress to the stepping stones, so that challenge is increased appropriately when planning their next steps in learning
- introduce a system where parents are able to contribute to their children's assessments and provide them with information on the stepping stones towards the early learning goals
- provide further resources and activities for children to ascribe meanings to marks, understand the concept of writing for a purpose and recognise their own name
- further develop opportunities for children to show an interest in information and communication technology.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

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