

# Church Hall Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY269502
<b>Inspection date</b>	06 February 2008
<b>Inspector</b>	Tracey Marie Boland
<b>Setting Address</b>	Church Street, Stoney Stanton, Leicester, Leicestershire, LE9 4DA
<b>Telephone number</b>	07949 889805
<b>E-mail</b>	
<b>Registered person</b>	Deborah Lockett
<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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

The Church Hall Playgroup opened in 1972, and as a consequence of a change of management, was re-registered in 2003. It operates from a prefabricated structure, which contains a playroom, two toilets and a kitchenette area, and is situated in the village of Stoney Stanton in Leicestershire. A maximum of 24 children may attend the playgroup at any one time. It is open each weekday during term time from 08:30 to 11:30, and 12:30 to 14:45. It is also open on Tuesday and Thursday afternoons from 12:30 to 14:45 for pre-school sessions. All children share access to a secure enclosed outdoor play area.

There are currently 72 children aged from two to under five years on roll. Of these, 54 receive funding for nursery education. Children mainly come from Stoney Stanton and the surrounding area.

The playgroup has six staff, five of whom hold appropriate early years qualifications. One member of staff is due to begin working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's health is consistently promoted through the good hygiene routines and practices in place within the setting. Children are encouraged to become independent with their personal care and regular discussion about being healthy includes the need to wash their hands to wash away the germs. Children's medical needs are very well known by staff and health records are shared with parents. Staff hold first aid certificates and the good routines in place when dealing with accidents ensures their comfort and well-being at all times. A detailed written policy is shared with parents informing them of illnesses that mean their child should not attend and they will be contacted and asked to collect their child if they become unwell.

Children learn about healthy eating and nutrition because it forms part of their daily discussion about the snack bar and the need to eat five pieces of fruit and vegetables each day. Topics and themes are followed and the children have opportunities to try a wide variety of fruit and vegetables each day, which also link to any celebrations that may take place, for example celebrating Chinese New Year and eating bamboo shoots using chopsticks. Snack times are a happy, social occasion. Staff sit with the children and interaction is good.

Children benefit from daily outdoor play. They are developing an awareness of how their bodies work and the importance of physical exercise and fresh air through discussions about keeping healthy. They take part in a wide variety of activities that encourage their physical development, for example, assault courses, climbing, using the bikes and wheeled toys, balancing bars, using the parachute and playing hopscotch.

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

The provision is good.

Children use premises that are suitable; they are welcoming, clean and well maintained. They use a good range of high quality, well-maintained, equipment which is suitable to their ages and stage of development. They access equipment independently as resources are stored in open topped containers at child height and are angled so that children can see directly into the boxes. Staff discuss the purchasing of new items and resources and ensure that they are age- and stage-appropriate and meet the British Safety Standards.

Children are cared for in a safe and secure environment because staff have identified most potential risks both inside and out and taken appropriate steps to minimise the risk to children. Doors and gates are secure and a bell alerts staff to the fact that they have visitors to the setting. The fencing around the garden is in good repair and the gate secure. However, drawing pins used within the book area pose a risk to children. They learn how to protect themselves as a clear evacuation procedure is in place, well known and practised regularly. A record is maintained and evaluated to ensure it's continued suitability.

Children learn to keep themselves safe as it is reinforced at all times by staff, for example, no running indoors, do not sit on the tables in case you fall off and bump your head, sit down with the scissors. Children recite a poem during circle time before they leave about road safety, reinforcing the importance of finding a safe place to cross, looking left and right and listening before crossing the road.

Children are well protected through staff's good understanding of their role and responsibility when dealing with child abuse and neglect. They have a sound knowledge of the various signs of abuse and are fully conversant with local referral procedures.

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

The provision is good.

Children enter a vibrant, relaxed environment where they take part in a wide range of interesting, stimulating and enjoyable activities. They happily settle into their play and are confident and relaxed in the routine. Activities are suitable for their varying abilities and stages of development and resources are good. Excellent relationships have been formed with the staff and their peers and children are cared for as individuals as staff have a good understanding of their needs. They develop self-confidence and positive self-esteem through the praise and encouragement they receive from staff and are learning to share and take turns.

Children's activities are well organised and take into account the needs of all children. Staff plan the curriculum using the Foundation Stage of learning and the 'Birth to three matters' framework. Parents share detailed information with staff regarding their child's development which forms the foundation for the planning and play they provide. Parents benefit from the displays of work and the photographs which decorate the walls and boards within the setting which reflect the activities and experiences their child is involved in. Resources are plentiful, in very good condition and children are encouraged to access them freely, taking responsibility for returning them to their box when they have finished playing with them.

### **Nursery Education.**

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage to plan a varied and stimulating curriculum which enables children to progress towards the early learning outcomes. Observations are completed regularly however, staff are not using their evaluations effectively to plan for future learning.

Children have formed excellent relationships with staff and their peers and interaction is very good. More confident members of the group seek out key staff and chat happily in pairs, small groups and within a familiar group. Children show self-confidence and their self-esteem is encouraged through the positive interaction and reinforcement of the staff.

Independence is encouraged in everyday activities and routines, for example when using the bathroom, selecting resources and when helping themselves to their snack. Children confidently find their name cards, select their fruit and drink and sit down and enjoy a very social occasion. Children are kind and courteous to each other and the older children support and encourage the younger, less confident members of the group. Children are confident and excitedly join in with songs and games at circle time. Staff praise children appropriately and children are proud of their achievements. Children receive stickers for good things that they have done during each session which are placed on the 'Pathway to Kindness' board in recognition of what they have done.

Children have an excellent understanding of phonics and link sounds to letters throughout planned and spontaneous activities and situations. Alphabet lines are in place and flashcards with children's names are used in various situations during the session. Children are able to use these name cards for support when forming letters and writing their names. Labels are in place and displays reflect various languages.

Children enjoy cookery activities and skilfully use scales to weigh out ingredients and use measuring spoons to count out the required foods and ingredients, for example, when making bird feeders. Staff use appropriate language such as heavy, light, big, small, more than, less than. They understand basic addition and subtraction and this is reinforced at times during activities such as cookery and circle time.

Children have daily opportunities to access technology and a computer is available with a wide variety of games and programmes to meet the differing levels of ability. Children learn about the lifecycles of frogs and butterflies and complete observational drawings of the stages they have seen. Children learn about the living world through discussion. They grow fruits and vegetables all year round including onions, winter cabbages, carrots and sunflowers. Resources and activities continually encourage children to develop their understanding of other people's religions and beliefs and children learn about similarities and differences through the celebration of festivals, discussion and reading books, for example, Chinese New Year. They eat their snack with chopsticks, try foods such as bamboo shoots and enjoy wearing Kimonos when in the home corner.

Children have good opportunities to develop their physical skills on a daily basis. They use balls, balancing beams, take part in music and movement activities which encourage specific control, coordination and expression and move with direction through tunnels and when using wheeled toys. Children have a good understanding of the need to stay healthy and how they can do that. They discuss snack time and the need to drink to stay hydrated, eat five portions of fruit and vegetables a day and that exercise is good for them. They also have lots of discussion during their snack about the fruit and vegetables they enjoy, the wide variety of fruits and vegetables they have when they are at the setting and at home. Choices of water and milk for their drinks are offered. They feel their heart beat after physical exercise and learn that they are hot because they have been moving their bodies and need to rest.

Children have daily opportunities to be creative with a wide range of mediums through planned and spontaneous activities. They express themselves through a variety of role play accessories and equipment and enjoy singing.

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

The provision is good.

Children learn about diversity and the wider world through a good variety of discussions, activities and celebrations that take place throughout the year and access an excellent variety of resources that reflect positive images of race, culture, gender and disability including books, puzzles, dolls, small world figures, a vast range of dressing-up clothes and role play equipment. Therefore, children's spiritual, moral, social and cultural needs are fostered. Staff have thorough understanding of children's individual needs and requirements which are respected. A comprehensive policy is in place regarding learning difficulties and/or disabilities which details how the service is provided to children. The very good levels of support ensure that all children are included and receive a great deal of individual attention so that their needs are effectively met.

Prospective parents are welcomed into the nursery to enable them to have a look around, view what happens each session and discuss their child's needs and care. Both children and parents benefit from a gradual settling-in programme to ensure they are happy and settled and enables them to develop relationships with staff and their peers. Excellent feedback was received from parents using the setting.

Partnership with parents and carers is good. Children have their ongoing needs met well because staff and parents exchange information through daily discussion, open days, newsletters which include all topics and themes and ideas to keep parents involved and informed about what their child is involved in. Informal meetings also take place with parents to enable themselves and staff to discuss their child's progress, areas of strengths or weakness and any concerns. Parents complete an admissions booklet which includes detailed information about their child's personal needs and information and asks them to complete a general overview of what their child can do, for example, put their coat on, wipe their nose, use the bathroom independently, wash their hands and drink through a straw. It informs staff of each child's favourite toys, comforter, story or song which enables staff to plan effectively for each child and provide a good variety of play experiences and opportunities to meet their needs. Parents are involved in reviewing the policies in place within the setting to ensure they are factual, concise and truly reflect the practices in place within the setting.

Behaviour is good. Children's positive behaviour is promoted as a result of staff's implementation of effective strategies such as distraction, discussion and positive reinforcement. They praise and encourage the children, talking to them calmly and with lots of enthusiasm. The settings well-written behaviour management policy includes goals, for example, to share and take turns, to be kind and helpful to each other, to help pack away toys, to begin to listen to others and to begin to think how others may be feeling. The policy also includes boundaries, for example, we do not hurt each other physically, we do not hurt each other verbally, we do not throw toys or objects, we do not throw sand and we do not run inside and finally consequences. These include talking to the child sensitively, removal of equipment and time out as a very last resort. This supports the development of children's self-esteem.

## **Organisation**

The organisation is good.

Children are cared for in a welcoming, vibrant environment and are greeted by staff each day. Their work is displayed throughout which encourages their self-esteem and confidence. They receive good quality care because a key worker system is used effectively, adult to child ratios are met and staff are suitably deployed. Safety is seen as a priority and staff follow thorough routines to ensure the children are safe at all times.

Robust procedures are in place for the recruitment and selection of staff who see training as an important part of their ongoing development. All but one member of staff hold early years qualifications and routines are in place to ensure children are not left unattended with unvetted adults. Children's care is enhanced because regular staff appraisals are conducted and staff attend training to improve their practice such as first aid, child protection, equal opportunities, health and safety and special needs. Detailed written policies outlining the ethos of care are in place and shared with parents and verbal communication takes place with parents each day to keep them up to date and informed about their child's day.

The quality of leadership and management of the nursery education is good. Staff are led by a manager who is a good role model and is motivated and enthusiastic with regard to ensuring the children who attend receive good quality childcare and education. She provides a secure, stimulating environment for children and ensures that she and her staff keep up to date and informed of current practice and legislation through ongoing training. The team are currently evaluating the education provided to identify any shortfalls in their service and talk through observations, assessments and planning as a team. Overall children's needs are met.

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

At the last inspection the setting was asked to provide older children with more regular access to climbing equipment more appropriate to their ages and abilities. A good variety of climbing equipment is now available that meets the needs of all children who attend the group. Children have access to the outdoor play area each day and therefore able to access these freely. This enables them to develop their physical skills appropriately.

At the last inspection of the funded nursery education the setting was asked to improve the written evaluations of activities to ensure they always reflect the learning intention of the activity. Although evaluations take place they are still not used effectively to inform future planning, therefore, this has been raised as an action again following this inspection.

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

Since registration, 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 have procedures for dealing with concerns and complaints from parents and to keep a record of complaints and their outcome.

## **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 good.

### **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 risk assessments include the use of drawing pins

#### **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):

- develop the use of evaluations and use the information gained to effectively inform future planning.

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)