

Queensbury Tykes Playgroup

Inspection report for early years provision

Unique Reference Number	301976
Inspection date	21 September 2007
Inspector	Rasmik Parmar
Setting Address	Victoria Hall, Queensbury Library, Sandbeds, Queensbury, Bradford, West Yorkshire, BD13 1AB
Telephone number	07786 393103
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Registered person	Queensbury Tykes 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 satisfactory. 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?

Queensbury Tykes Playgroup has been registered for approximately twenty years. It is a voluntary organisation that is managed by a committee. The playgroup operates within the basement of a large, Victorian building in Queensbury, Bradford. The playgroup has use of a kitchen, two storerooms and toilet facilities. The building is shared with other community groups.

The playgroup is registered for a maximum of 24 children from two years to under five years at any one time. It is open Monday, Tuesday, Thursday and Friday from 09.30 to 12.00. There are currently 14 children on roll and of these nine children receive funding for nursery education.

The playgroup serves the local community and has supported children with learning difficulties or disabilities. There are five members on the staff team, of whom three are qualified in child care to level three and two are qualified to level two. An additional volunteer helps for an hour in the kitchen to prepare snack for children. The playgroup operates a parent rota system whereby parents take turns to help with the supervision of children.

The playgroup receives support from the local authority and the Bradford Under Fives Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through daily routines. Children systematically wash their hands after visiting the toilet. They dry their hands using paper towels. After messy play activities children use warm soapy water from a bowl within the playroom to wash their hands. Separate cloth towels, used once only, are available to children to wash their hands. Such procedures prevent cross-contamination. Staff use anti-bacterial sprays to clean tables and work surfaces to maintain good standards of hygiene.

Children's welfare and well-being are closely protected through the proper maintenance of the required documentation, such as the procedures for administering medication, to monitor their health and through policies which promote their well-being. For example, children who are contagious do not attend. This helps to prevent the spread of communicable diseases and acts in the best interest of all children to protect all those being cared for. Children's welfare is maintained because a number of staff hold current first aid certificates. This means that staff have the relevant knowledge to administer first aid promptly in the event of an accident.

Children are well nourished and are provided with a diet of healthy foods, including fresh fruit and vegetables for snack. Children have opportunity to participate in a 'café style' snack where they are able to recognise their names. They place the card with their name on in a basket to confirm that they have visited the 'café'. Children confidently and independently approach the snack table on their own and help themselves to cut pieces of fruit, vegetables and sandwiches. Children sit and talk to one another, supervised by a member of staff, for a social occasion before moving on to other activities. Other children then come forward and take their place appropriately without crowding the table, showing that they are sensitive to others and are well mannered. Children are encouraged to drink plenty of water as part of being healthy. They have access named water bottles and are beginning to learn to independently access these for drinking during their time at the playgroup.

Children have access to large physical play apparatus within the playroom which is available all the time to release their energies when they feel it necessary to. This helps promote independence and confidence because children decide on their own when they wish to move away from other types of activities involving fine manipulative skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children enjoy a wide range of stimulating activities in a relatively safe environment. They use furniture and equipment that is safe and suitable for its purpose. Space is used well to promote children's independence and to promote their all-round development. Age appropriate resources are freely available and children are able to choose activities that are easily accessible to them.

All equipment used conforms to safety standards. Children's welfare is well promoted through the proper maintenance of the required documentation to ensure their safety. Risk assessments are carried out for all areas of play indoors. In addition, parents sign the children in and out, so that the playgroup have an accurate record of the number of children present. Staff are vigilant throughout the day and carry out safety checks to ensure continued safety of all children. The main door leading to the outside of the playroom has high handles so that children

can not open it. However, there is a potential risk of people from the outside entering the premises whilst the playgroup is operating, resulting in children being vulnerable.

Children are protected from abuse through staff knowledge and understanding about the potential signs and symptoms to look out for. However, staff are not familiar with the current procedures on the safeguarding of children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled and play either individually or together in small groups of friends. They are friendly and interested in the activities available for them. They remain well stimulated through good play opportunities that help to foster their imagination and consolidate their skills. They are confident and make decisions for themselves. Children explore independently and develop new skills at their own pace. They respond to positive adult interest as they participate in various activities.

Nursery Education

The quality of teaching and learning is good. Children benefit greatly from staff knowledge and understanding of the early learning goals. Key workers are involved in the planning process. This helps them to understand how to make useful observational notes and to see the impact of their planning and delivery of the early years curriculum on children's progress. However, the system for assessing children's development does not provide a clear picture of the overall progress made by a child.

Children of all ages are well challenged and resources are used effectively in all areas. Children learn through first-hand experiences and benefit from good behaviour management strategies, which help them to develop good relationships with each other.

Children with learning difficulties or disabilities have been supported as staff have liaised with parents and outside agencies to effectively meet the specific needs of the child. In addition, staff have visited the local schools where such children will be going to as part of providing continued support.

Children are developing skills in the use of a wide range of equipment such as scissors, pencils and stencils. Children are gaining an awareness of the effect of exercise on their bodies as they participate in physical activities, such as playing on the slide and sit and ride cars. Their understanding of technology is good as they use the touch screen computer to play educational games. Topics on celebrating festivals around the world help children to broaden their horizon by learning about different cultures and ways of life together with eating foods from those cultures. Children are developing knowledge of nature by following the life cycle of caterpillars and by collecting leaves and seeds from various trees and plants. Children have access to a neighbouring garden to look at squirrels and bedding plants as part of their continued learning experience.

Children are encouraged to express themselves artistically through a variety of methods, including dressing up and role play, singing songs and making music. They experiment with a wide range of tactile materials, such as play dough, hand printing, and junk modelling to express themselves creatively. Their artwork is displayed on the walls as a celebration of their

achievements and helps to build self-esteem. Children benefit from writing for different purposes, learn name recognition and learn to increase their vocabulary when reading.

Staff allow children to learn and develop through daily routines, and by becoming familiar with the areas of learning. Children are allowed to discover and have fun which helps to promote confidence and self-esteem. Children listen and concentrate appropriately during story time and play with activities which interest them. They are encouraged to learn about mathematics through everyday routines such as counting, number recognition, shapes, addition and subtraction. Children are learning to solve problems through table top jigsaws and are choosing suitable components for construction and junk modelling.

Helping children make a positive contribution

The provision is good.

Children benefit from the good equal opportunities policy, which is effectively promoted throughout the setting. Children are valued and made to feel welcome by staff who actively show an interest in their development. Children play with resources which promote a multi cultural society in a positive way, such as dolls, books and dressing up clothes. Cultural festivals from around the world are celebrated, such as the Chinese New Year, Hannukah, American Independence Day, Rastafarian Day and Diwali, as part of broadening an understanding of the wider world.

There are good systems in place to support children who have learning difficulties or disabilities. Staff have liaised with parents and outside specialist agencies and produced individual plans in order to meet the specific needs of children.

Children are well behaved and good behaviour is positively encouraged by praise and an interest in the children. There are plenty of stimulating activities available for children to channel their energies in a positive direction. Children's art work is displayed on the walls as part of recognising their achievements and boosting their confidence. In addition, children are rewarded for good behaviour with stickers.

Partnership with parents is good as staff welcome them and share information about their child on a daily basis. Parents are provided with good information which includes all policies and procedures as part of an effective partnership for the welfare of children. Parents are made aware of the complaints procedure should they wish to make a complaint. Parents are kept informed about current activities through regular newsletters. Parents of funded nursery education children have continuous access to their child's profile folder and record of achievement folder, which they can take home and provide input. Staff have carried out home visits for children prior to them commencing playgroup and have encouraged children to bring their favourite toy to help settle them. Parents have been provided with questionnaires so that they can provide useful feedback which is evaluated by the staff in order to improve the service. Parents show their commitment to the well-being of children by actively participating in the playgroup on a rota basis. Hence, children have input from a variety of adults who bring with them their wealth of experience for the benefit of all children. Parents further show interest in children by taking an active role on the governing committee of the playgroup.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

Children are satisfactorily cared for because the adults who care for them are suitable to do so, and are well trained and experienced. Children play in safety in a warm, welcoming environment in which resources are arranged invitingly so that children are well stimulated and become involved in the activities provided.

The person-in-charge ensures that appropriate procedures are in place to ensure that all staff are suitable to work with the children. Most are well deployed, each knowing their roles and responsibilities, so that the children's daily routines are well-organised and their needs are met.

Children's welfare is promoted well through good record keeping. Records, policies and procedures which are required for the efficient and safe management of the setting are well maintained. All relevant documentation is shared effectively with parents so that children benefit from a good working relationship between staff and parents.

Leadership and management of the provision is good. The person-in-charge ensures that staff providing funded nursery education have a secure knowledge and understanding of the Foundation Stage. Regular appraisals are carried out to identify individual training needs effectively and allow for staff development. All of this contributes to continued improvement of the care and provision of education for children.

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 provider was recommended to ensure that appropriate information is recorded when emergency evacuations are carried out; ensure that the attendance register includes hours of attendance for children; keep and maintain induction records for all staff; obtain written consent from parents to take photographs and make videos of children and request written permission from parents for seeking emergency medical advice or treatment.

The provider has now ensured that appropriate information is recorded when emergency evacuations are carried out for the safety of children. The register includes the exact hours of attendance as the parents sign children in and out so that the playgroup are aware of the numbers of children present. All staff undergo an induction process and they sign to confirm they have read and understood the policies and procedures. A record of the staff induction procedures is kept for reference. Permission is obtained from parents for taking photographs and making videos of children so that confidentiality is maintained. Permission is obtained from parents for seeking emergency medical treatment as part of working in partnership with parents for the benefit of children.

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):

- improve the security of the premises
- update staff knowledge of the safeguarding of children procedures.

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 the system for assessing children's development to provide a clear picture of the overall progress made by a child.

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