

Clifton Methodist Playgroup

Inspection report for early years provision

Unique Reference Number 303214

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Inspector Pauline Garfield

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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 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?

Clifton Methodist Playgroup, opened in 1980. It operates from one room in the Methodist Church building, in Clifton, Rotherham. The playgroup is run by a committee. 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 55 children aged from two to under five years on roll; of these, 19 receive funding for early education. Children attend for a variety of sessions. The group supports children with learning difficulties and also supports children who speak English as an additional language.

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 good.

Staff encourage hand washing routines and children wash their hands before snack and after visiting the toilet. This helps to reduce the risk of infection and cross contamination. Staff take it in turns at cleaning routines, and both premises and equipment are clean and well maintained. For example, new flooring is in place in the children's toilets. There is a sick children's policy and a policy on the administration of medication. Written permission to seek emergency medical advice or treatment is in place, and appropriate accident and medications records. All staff have current first aid certificates, and there is a fully stocked first aid box.

Children independently access a healthy and nutritious café style snack of fruit and milk. They socialise with other children and discuss the fruits on a poster in the snack area. They talk about their likes and dislikes and say 'I like pineapple juice'. Staff appropriately support children in their discussion, encouraging healthy eating. Children have access to fresh drinking water at all times and independently pour a drink from a flask to a cup.

Children are able to play in the outdoor area, weather permitting. They balance on beams, use large physical equipment and play with large trucks in a trough which contains bark chippings. There is a chalk board and dry wipe white board outside and children are able to draw and make marks. Indoors, children show space and coordination as they move freely around the room. They enjoy ring games, such as 'The farmer's in his den'. This range of activities helps to develop children's physical skills and well-being.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The environment is bright and welcoming with displays of children's work. Parents and children are welcomed by friendly, approachable staff. Children select from a suitable range of toys and play materials. Toys and resources are organised at child height so children can reach them easily, which promotes children's independence and learning.

There is health and safety officer and risk assessments are in place which includes the security of the building. A member of staff stands close to the door when children are arriving and departing to help protect and keep children safe. Children are encouraged to take responsibility for their own safety and to be careful when they arrive as the floor is wet due to children and parents entering the playgroup with wet clothes. Staff are vigilant and wipe the wet floor to minimise the risks and hazards to children, parents and staff. Fire evacuation is practised at the beginning and end of every half term, and recorded in a fire log book.

There is a designated person in charge of child protection and staff have a good understanding of how to safeguard children. They know the procedures to follow if they have any concerns about the welfare and safety of children in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Staff have attended 'Birth to three matters' training and plan and provide a range of stimulating activities using the 'Birth to three matters' framework. Children enjoy playing with the textured

materials on the interactive display which invites them to 'Come and feel the different textures'. They explore a range of interesting materials, such as transparent scarves and shells. Staff interact appropriately to support their learning. They observe children's achievements and record them on 'Birth to three' assessments sheets. These are used to inform planning. Staff sit on a couch and read stories to children on an individual basis. Children enjoy choosing a book and are very comfortable and relaxed in the playgroup. They enjoy playing in the home corner with a range of equipment and toys, including a toy microwave, walkie-talkies and phones. They choose toys from a box and use their imagination as they play with a toy ambulance, police car and helicopter. Children enjoy singing a range of nursery rhymes and staff use visual aids from a song bag to give children the opportunity to decide which nursery rhyme they wish to sing. For example, a child pulls out from the bag a spider and decides the song to sing. Children enjoy this activity which gives them confidence to speak and promotes self-esteem. They are happy, settled and interested in the activities provided. Children do not have access to musical instruments on a regular basis or have opportunities to complete a simple programme on the computer. Staff listen and value what children say and talk with them about what they are doing.

Nursery Education.

The quality of teaching and learning is good. Staff demonstrate a good knowledge and understanding of the Foundation Stage curriculum which they use to plan activities on a long, medium and short term basis. Each half term, activities are planned around a theme and 'focus activities' target and promote learning. The staff are constantly striving to improve the provision and have recently made changes to the way they plan, observe and record children's achievements, supported by early years. Staff use an overview each term so they know what children know, understand and can do. This is used to inform assessments and planning and move children onto the next stage of learning. All staff contribute to assessments through discussions and written observations. Staff know children well and are each responsible for observing and recording a group of children's achievements.

Children separate from the main carer with confidence and show increasing independence in selecting and carrying out activities. They choose the construction bricks they wish to use and stay for an extended length of time concentrating as they thread with bobbins. Children have access to musical instruments on a rota basis in group time. However, they do not have access to musical instruments on a regular daily basis. Children demonstrate flexibility and adapt behaviour to changes in routine. For example, when they have to play indoors due to inclement weather. Children are well behaved and show a sense of pride in their achievements when they make a drawing of fireworks in the writing area. They show a strong sense of self as a member of the setting. Children talk about their pets and caring for them at home.

Children draw with pens in the mark making area and access rulers, envelopes, cards and pencils. Children sew on materials with coloured threads. They engage in activities requiring hand-eye coordination when playing the 'Old McDonald' game and use one handed tools, such as spatulas, cutters and rollers in the play dough. Children use their name cards at circle time, snack time and at the painting easel. Some children are able to recognise their own name, and write their first name, and the first names of other children and members of staff. Children sound out the first letters of their name and letters in the sand activity. They use visual aids in a song bag and sing a range of nursery rhymes. They enjoy stories on a one-to-one basis and in groups.

Children communicate well with staff and their peers and enjoy counting the number of sheep in a story book. Children show an interest in a construction activity and talk about shapes.

Children recognise some numerals on a cash dispenser display in the home corner. They show an interest in counting and join in with number rhymes and songs, for example, 'Five currant buns in a baker's shop'. Children show curiosity, observe and manipulate play dough and clay. Children use programmable toys, telephones, cameras and remote controlled cars but they do not have opportunities to complete a simple programme on a computer. Children show a sense of time and talk and sing about the days of the week. They access a range of materials from the creative workshop. Children move spontaneously within the available space and go backwards, forwards and sideways in circle games.

Children demonstrate increasing skills and control when playing with small world figures. They enjoy mixing powder paints together and use a variety of tools to paint in different ways, such as string and printing blocks.

Helping children make a positive contribution

The provision is good.

Children enjoy mutually respectful relationships with the staff. Children are very well behaved and cooperate with each other. They share toys and resources both independently and on request. Children are given praise for their achievements. For example, staff say 'clever boy' and 'good singing'. Children show a sense of belonging and self-esteem and give themselves a clap at the end of a story. There is an equal opportunities policy and staff have a good understanding of how to promote an inclusive environment for all children. Children from other cultures are welcomed and supported by the group. Toys and resources promote positive images of children and the wider world. A policy is in place for children with learning difficulties or disabilities. The group works well with parents and other agencies, such as 'Portage', to ensure the individual needs of all children are met. The children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Parents receive information through newsletters, a parents information board, home to playgroup book, and ongoing verbal communications. In addition, parents are invited to 'stay and play' sessions each term where they can chat to staff and see their children's record of achievements along the stepping stones towards the early learning goals. Parents are very happy with the care provided and particularly like the home to playgroup book, as they know what has been happening to their children. They comment that the playgroup is 'brilliant' and 'fantastic'. This means there is a two-way sharing of information between parents and practitioners, and they are well informed about their children's achievements and progress.

Organisation

The organisation is good.

The leadership and management is good. Staff plan activities to help children achieve and progress towards the early learning goals. New planning of activities and recording of observations includes the 'Birth to three matters' framework and the 'Curriculum guidance for the foundation stage', which ensures the needs of all the children are met. Management and staff are motivated to improve the provision, and have recently developed several areas in the playgroup, including independent access to construction bricks.

A good operational plan includes all the required policies and procedures, including a policy for lost and uncollected children, and an updated complaints procedure with the new address and telephone number of Ofsted. Staff have clearly defined roles which are listed in the brochure

for parents. Staff consistently interact with children and are well deployed to give them effective support and encouragement, which helps them feel secure and confident. There is a new manager and deputy in post who have the appropriate qualifications and experience. There are good adult-child ratios in place and staff are an established team that work together well.

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

Improvements since the last inspection

Several actions were raised at the previous care inspection relating to the planning of activities, documentation, and staff roles and responsibilities. A manager is now in post, policies and procedures have been updated and 'Birth to three matters' planning and assessment is in place. At the last nursery education inspection several actions were also raised relating to planning, assessment, working with parents, communication, language and literacy, and information and communication technology. New planning and assessment is in place, home to playgroup books have been introduced, and meetings with parents to share their children's achievements. A new writing area, blackboard and dry wipe board is in place. New remote control toys and mobile phones are also in place but children do not have access to a computer. Overall, there has been a good improvement since the last inspection, all of which, ensures children's welfare, safety and learning is maintained.

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 complaint 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):

- provide opportunities for children to complete a simple programme on a computer, and further develop the opportunities for children to have access to musical instruments.
(also applies to nursery education)

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):

- provide opportunities for children to complete a simple programme on a computer, and further develop the opportunities for children to have access to musical instruments. (also applies to care)

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