

Deepdale Community Playgroup

Inspection report for early years provision

Unique Reference Number	309735
Inspection date	04 February 2008
Inspector	Susan Janet Lee
Setting Address	Catherine Beckett Community Centre, Deepdale Road, Preston, Lancashire, PR1 5AR
Telephone number	07786 303 048
E-mail	prestonchildsplay@hotmail.com
Registered person	The Trustees of Preston Childsplay
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Deepdale Community Playgroup was registered in 2003. It operates from the Catherine Beckett Community Centre in Deepdale, Preston. It is one of two childcare facilities run by Preston Child's Play management committee.

The facility is open Monday to Friday from 09.15 until to 11.45 and Monday, Thursday and Friday 12.15 to 14.45 during term time. Children have access to the main hall, bathroom facilities and an enclosed outdoor play area attached to the adjoining day nursery unit.

The provision is registered to provide care for a maximum of 25 children at any one time and there are 45 children currently on roll. Of these, 26 children receive funding for nursery education. The setting currently supports a number of children with learning difficulties and a number of children who speak English as an additional language.

The provision employs seven staff. All staff hold an appropriate early years qualification; three of whom hold a level two qualification, and are currently completing a level three qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in appropriately maintained premises. Staff exercise hygiene practices. However, the cleaning of children's chairs has been overlooked. The children learn about hygiene practices and personal care routines as they wash their hands at appropriate times of the day. They know they need to wash hands to make sure they are clean. The written sick children's policy ensures appropriate measures are in place when children are ill.

Children's dietary requirements are successfully met as staff gather information from parents about their children's dietary needs and take this information into account when planning snacks. The setting provides snacks that are healthy and nutritious to aid children's growth and development. Snack time is an enjoyable and relaxed occasion. The children are able to choose when to have their snack as this is provided over a period of time during the session. The children are able to sit with their friends, eat at their own pace and chat to staff.

The children have opportunities to enjoy and develop their physical skills as they play outdoors each day. Staff support the children in their play. The children learn about their bodies and develop control and coordination as they have access to a range of outdoor play equipment. They have fun running and jumping. They crawl through tunnels, play on the slide and ride trucks and bicycles. Children in receipt of funding for nursery education move freely and with pleasure. They negotiate space well and change speed and direction to avoid obstacles. The children develop their balance as they play on stepping stones. They manage their bodies to make intended movements. For example, they move their bodies to make the seesaw move backwards and forwards.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming environment. They benefit from lots of space and they move around freely to explore their surroundings and to extend their play. Staff work hard to provide an interesting environment for the children as they have to set the areas of play up each day due to other groups using the premises. There is a good selection of furniture allowing the children to play rest and eat in comfort. The setting provides a wide range of resources to help children progress in all areas of their development.

Staff have a good understanding of safety. They conduct a safety check of internal and external areas each day and record their findings, which helps to ensure that the environment in which children are cared for is safe and secure. Staff supervise the children well enabling them to play safely and independently. They encourage children's understanding in keeping themselves safe through daily routines and discussion. Staff practise the evacuation with the children on a regular basis, helping them to develop an awareness of what to do in the event of an emergency, such as a fire. Older children practice some safety measures without adult direction. For example, they line up at the door before they go outside to play.

All required documentation is in place and staff have a clear understanding of child protection matters and procedures, helping to safeguard children's welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Staff use the 'Birth to three matters' framework to plan and provide a range of activities to help the children develop physically, intellectually, emotionally and socially. Appropriate systems are in place in relation to planning and assessment.

Staff deploy themselves well to enable them to provide care and support to the children. They spend time playing and talking to the children. The effective key worker system allows staff to get to know the children well. Staff share warm relationships with the children, who are happy and settled in their care.

The children enjoy being imaginative in the home corner as they make meals and wash the dishes. A group of children enjoy a quiet time relaxing on the cushions and looking at books. The children develop their fine manipulative skills and hand eye coordination as they make collage pictures, draw and paint. They use glue spreaders, scissors, paintbrushes, pencils and crayons.

The children are able to make choices as they choose what they would like to play with. They are able to initiate their own ideas and extend their play. For example, the children make a digger using construction materials. They then take their diggers over to the sand and use their models to dig in the sand. The children make connections as they sort pieces of puzzles. They look for similarities and rotate the pieces to fit into the correct space.

Nursery education

The quality of teaching and learning is satisfactory. There are seven members of staff that work with the children. They are all qualified and most have attended training in relation to the Foundation Stage. Staff plan and provide a range of activities to help the children make satisfactory progress towards the early learning goals. As there are no formal systems in place to gather information regarding children's starting points, it is difficult to see a clear picture of their developmental progress. Satisfactory systems are in place in relation to planning and assessment. However, play plans do not show how children's individual next steps in learning are met and catered for.

Staff prepare well for focussed activities and they engage children's interest. They give the children lots of support and guidance. Staff explain changes in the daily routine so that children are aware and feel secure. For example, they explain to the children that the photographer is to visit during the morning to take their photographs.

The children display high levels of involvement in their chosen activities. They relate well with staff and form friendships with other children and seek them out to play with. The children are able to express their needs and they manage developmentally appropriate tasks well. They develop an awareness of the boundaries and they adapt their behaviour to different situations. For example, they sit quietly at snack time and when they sit down to sing. The children develop good self help skills as they put on and take off their coats and aprons, pour their own drinks at snack time and help to tidy up.

The children use language to explain what they are doing, connect ideas and anticipate what will happen next. They initiate conversations with others. For example, the children ask the inspector what her name is and then go onto to explain what they are doing as they make collage pictures. The children have access to a nice book area and they hold the books correctly

and turn the pages with care. The writing area is resourced with a range of mark making tools and older children begin to form recognisable letters. The children have some opportunities to learn that we write for a purpose, however, these are limited. The children recognise their own name as they select their name cards when sitting down to eat snack.

Children learn about mathematical concepts, such as number, shape and size through play activities, songs and stories. They count as they play on the stepping stones and sing number rhymes. Older children count six objects as they play, saying the correct number for each object. However, there are limited opportunities for the children to begin to use problem solving skills to calculate. The children are able to select a named shape and they use positional language in their play. They develop an awareness of capacity as they fill and empty sand and water into containers. A child fills a bucket with sand. They inform staff that they cannot lift the bucket as it is too heavy. The children make three dimensional structures, such as kaleidoscopes. They develop an awareness of early science as they explore floating and sinking.

The children explore a range of materials and they notice and comment on change. They have access to a range of interactive resources. The children enjoy playing on the computer and are able to operate the equipment and complete simple programmes. They also have fun singing nursery rhymes into a microphone. The children develop a sense of time as they follow the setting's daily routine. They know it is snack time when they have tidied up. They also learn about day and night. The children develop a sense of place through a wide range of play activities and stories. They have many opportunities to gain an awareness of the cultures and beliefs of others.

The children are able to express their own thoughts and ideas as they have access to a wide range of creative materials and media. They explore and describe the texture of materials. The children build up a repertoire of songs and they enjoy joining in with nursery rhymes and action songs. They explore sound and tempo as they sing slow and fast and sing quietly and loudly. The children have lots of opportunities to re-enact their own experiences and develop their understanding of the world in which they live as they participate in many different role play situations.

Helping children make a positive contribution

The provision is satisfactory.

Staff provide an inclusive environment for all the children who attend. They work closely with parents to ensure that their children's cultural backgrounds are valued and respected. The children have access to a good range of resources that reflect diversity, helping them to develop an awareness of our diverse society and also to help them feel valued and included. The children also celebrate their own and other festivals, which helps them to value each others similarities and differences and develop respect for other people's cultures and traditions. The setting provides information for parents in dual languages and staff are able to speak to the children and their parents in their first language. Staff work closely with parents and other professionals to meet the needs of children with learning difficulties.

Staff have a good understanding of the behaviour management policy and are consistent in their approach to managing children's behaviour, giving a clear message to the children and helping them to develop an awareness of what is expected of them. Staff act as positive role models to the children. As a result, the children are polite and behave well. The children receive lots of encouragement and praise for their efforts and achievements, helping them to develop confidence and self-assurance. The children develop a good sense of belonging. On arrival,

they enter with ease and go happily to play with their friends. The children are able to make decisions as they choose what to play with and when to have their snack. Staff encourage the children to take responsibility as they help to tidy up. Children's spiritual, moral, cultural and social development is fostered.

Staff share good working relationships with parents, who are greeted warmly on arrival. Policies and procedures are available to parents and they sign to confirm they have understood, helping to forge a shared understanding from an early stage. Staff encourage a gradual settling in procedure to help the children feel secure. Children's records of achievement are available to parents upon request. However, there are no formal procedures in place to keep parents fully informed about their children's progress.

The partnership with parents and carers whose children receive funding for nursery education is satisfactory. Parents are provided with a good source of information when their children become eligible for funding for nursery education. Staff observe the children when they begin at the setting to gather information about their children's starting points. However, there are no systems in place to work with parents to gather such information. Staff encourage parents to contribute to their children's learning by sharing information about their own festivals, the loan of traditional costumes and samples of food from other countries, in order to help children celebrate different festivals.

Organisation

The organisation is satisfactory.

An effective vetting procedure helps to protect the children. There are four members of staff that have valid first aid certificates, ensuring they have up to date awareness of what to do in the event of an accident or minor injury. Staff appraisals are held annually. However, there are no systems in place for regular staff supervisions and this limits the opportunities for staff to meet with the manager on a regular basis.

The record of children's attendance shows that good staff to child ratios are maintained to promote children's care, learning and play. The staff work well together as a team and they organise space, time and resources effectively to meet children's needs.

All required policies and procedures are in place and work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. All required documentation is in place. It is well organised and stored securely to maintain confidentiality.

The leadership and management of nursery education is satisfactory. The manager works closely with the nominated person who is also the manager of the adjoining nursery. Effective induction procedures help to give staff a sound understanding of their roles and responsibilities and of the provision's aims and vision. The manager supports staff in the delivery of nursery education as she works alongside them on a daily basis. Effective systems are in place to monitor the delivery of nursery education. The manager is aware of the areas for development and works with an advisory teacher who gives support and advice.

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 recommendations were agreed in relation to safety and documentation. Fire safety has improved as the emergency evacuation procedure is now clearly displayed.

Documentation has been developed to ensure appropriate measures are in place in the event of a child not being collected. Documentation now also includes the names of individuals allowed to collect children. The complaints procedure is now displayed for parents information.

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):

- review the cleaning of furniture regarding child sized chairs
- develop procedures to keep parents fully informed about their children's developmental progress (also applies to nursery education)
- develop systems to ensure that staff have regular supervision meetings (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):

- develop planning to include next steps of learning for individual children
- develop opportunities for children to learn that we write for a purpose and develop teaching practices to give children more opportunities to begin to use problem solving skills to calculate
- develop procedures to work with parents encouraging them to share information regarding their children's starting points.

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