

# Oakenshaw Pre-school Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	311420
<b>Inspection date</b>	06 December 2007
<b>Inspector</b>	Angela Margaret Ellis

<b>Setting Address</b>	St. Andrews Church Hall, Bradford Road, Oakenshaw, Bradford, West Yorkshire, BD12 7EN
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<b>Registered person</b>	Oakenshaw Pre School Playgroup
<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 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?

Oakenshaw Pre-school Playgroup has been registered for many years. The group is managed by a voluntary committee and they have charitable status. The playgroup is situated in the Oakenshaw area of Bradford, with easy access to transport links to surrounding areas. There are shops, schools and parks within walking distance. The group serve families from the local and wider community. The group is accommodated in Saint Andrews Church and they have use of a large hall, which can be divided to make two smaller rooms. The group have access to the church grounds for outside play.

The group opens four days a week, Monday to Thursday, during school term times. Sessions are from 09.30 to 12.00.

The group are currently caring for 17 children from two years six months to five years of which 11 children are in receipt of nursery education funding. The group care for children with learning difficulties or disabilities or who speak English as an additional language.

There are five qualified staff who work with the children, of these one is currently working towards gaining a recognised qualification.

The group receives support from the local authority and they are members of Bradford Under Fives Association.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children stay reasonably healthy because staff generally follow appropriate health and hygiene guidelines, policies and procedures. Children are reminded to use soap and paper towels after using the toilet. However, children are not effectively learning about the importance of personal hygiene through daily routines. For example, staff do not consistently remind children to wash their hands before and after eating and a communal bowl of water is provided within the play room for hand washing. This means that the risk of cross infection is not effectively being minimised and poses a risk to children's health.

Practitioners are trained in administering first aid and have most of the required permissions and records in place regarding the administration of medication to children. However, there is not a system in place for parents to sign the medication record to acknowledge the entry. They keep records of all accidents in the setting and inform parents.

Children learn well about healthy eating because practitioners encourage the children to grow some organic produce, such as carrots, beans and onions. These are prepared by the children to make vegetable soup and carrot cake. Children choose from different fruits and vegetables and express preferences at snack time. A child is chosen to serve the selection of fruit to the children, giving them a sense of responsibility. Water or milk is offered at this time when all the children sit together and enjoy chatting to each other. Staff are well informed about children's individual dietary needs and take these into account to ensure they remain healthy.

Children have varied opportunities to be active and to exercise, which helps them lead a healthy lifestyle. The children access a range of resources both indoors and outdoors to support their physical development. They enjoy bouncing on the trampoline and taking an active part in action songs and rhymes indoors. Children have access to fresh air outdoors and enjoy riding bikes, playing chase games, balancing, throwing and catching balls as well as gardening. Physical play is an integral part of planning the programme. This ensures children also access a range of resources to support their hand-eye coordination and fine motor skills, such as mark making, cutting, construction and painting.

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

The provision is satisfactory.

Children play in a secure and stimulating environment. Their security is considered to ensure there is no unauthorised access to the premises when the alarm is set. Staff control entry to the premises and there are clear procedures for the safe collection of children.

Children are learning how to keep themselves safe through gentle reminders from practitioners as situations arise, for example, by being asked to walk and not run indoors. Practitioners understand well that suitable types of activities and appropriate levels of support give the children confidence to take risks and try out new skills. Children can set their own limits and know when to ask for help.

Children use a varied range of toys and equipment. These support enjoyable activities that stimulate and challenge in ways appropriate to the needs of the range of the children attending. They are kept clean and most are in a good state of repair, however, a beanbag within the book area is threadbare and clearly has several holes, therefore, posing a hazard to children's safety. This highlights that the safety checklist that practitioners undertake is ineffective in some areas.

Increased adult to child ratios keep children safe. Children learn the procedures for emergency evacuation, because procedures are practised with them. Efficient systems to ensure fire alarms are tested are in place and a record is kept of them.

Children are appropriately protected because practitioners have a sound understanding of child protection issues and local procedures to protect children. However, the child protection policy has not been updated in line with the Local Safeguarding Children Board procedures and the procedure in the event of allegations being made about a member of staff or volunteer is not clear within the policy. Management have a clear understanding of vetting procedures and employ staff who have relevant experience, knowledge and skills in caring for children.

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

The provision is satisfactory.

Children are confident to separate from their carer in the pleasant environment. Practitioners are sensitive to the transitional needs of those who are new to the playgroup or are a little unsettled because of changes of circumstances outside of playgroup. The staff understand well that children require a familiar adult and time to settle in, according to their individual needs.

Children's growing independence is satisfactorily promoted throughout the setting because practitioners support and guide children's care, learning and play. There is a satisfactory range of continuous provision that enables children to revisit activities and develop their skills. This is balanced with adult-focused activities and spontaneous events. Good relationships between children and practitioners support children's confidence and self-esteem.

### **Nursery Education.**

The quality of teaching and learning is satisfactory. Children are making satisfactory progress through the stepping stones in all areas of learning, facilitated by sound teaching. Practitioners less experienced in the delivery of the Foundation Stage are supported by experienced staff. The planning of activities and experiences provided satisfactorily covers the six areas of learning. There are sound systems in place for assessing children's learning. Children's achievement files clearly identify how individual children are progressing through the stepping stones towards the early learning goals. However, records do not clearly identify the child's next step of learning, in order to inform future plans.

Children's personal, social and emotional development is nurtured well. Children independently join in a varied range of purposeful first-hand experiences and developmentally appropriate activities. They are confident and independent within their own self-care and take initiative in their play. For example, children put on an apron before playing with the water or painting and take it off afterwards. Children learn to develop good relationships with each other and they interact well with staff and other adults, confidently initiating conversation.

Children's language is developing well. They talk to describe what they are doing. Most children enjoy stories, songs and rhymes to support their learning and most of them join in enthusiastically in large group activities. Children are keen to practise their writing skills as they freely access a range of mark making resources. However, there are less resources within other areas of play to enable children to recognise their name or familiar words.

Practical, everyday activities are used to enable children to begin to use their knowledge of mathematics to solve simple problems. For example, many count reliably and recognise numbers on the inspector's laptop. Practitioners reinforce counting through many activities, such as action songs and rhymes, like 'Five little speckled frogs'. Children recognise and match shapes and create random patterns with large bricks and pegs. They learn size and positional language in everyday activities.

Children are curious and inquisitive learners. They ask questions, explore their environment and take an interest in what they see. For example, children are delighted when they come across insects while gardening. Children take part in activities that help them learn about living things, seasons, the weather and colours in the natural world. Children plant bulbs and the adult explains how the rain will help the plants to grow. The children access technology and learn how things work. These activities support children's development in a knowledge and understanding of the world. Children can investigate and join construction pieces together to build, however, there are few tools and resources which enable children to develop joining techniques to shape, assemble and join some materials together within the continuous provision.

Children express themselves creatively in a variety of ways, using their imagination through painting, drawing, imaginative role play and singing action songs and rhymes. Children use their imaginations to recreate real and act out pretend experiences. For example, in the role play hospital, children take on roles, such as doctor, nurse and patient and use props for bandages and splints.

Children have access to a good range of large and small equipment that enables them to develop their physical skills both indoor and outdoors. Children clearly enjoy playing ball games, such as throwing and catching with practitioners, and riding trikes. Children enjoy handling a range of small tools, such as the shape cutters with the play dough and glue spreaders to fix glitter to their Christmas cards.

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

The provision is satisfactory.

Children learn to develop positive attitudes towards others and an understanding of diversity through a varied range of activities. These include some resources which show positive images of ethnicity, culture, disability and gender. Children learn about cultural and religious festivals, such as Diwali because practitioners plan a range of activities that engage children's interests through books, music and creative activities.

Children learn about their local community through outings and visitors. These further enhance children's awareness and extend their experiences to learn about themselves and other things. For example, they walk to the local park to feed the ducks and the local police officer comes into the setting to talk to the children about keeping safe from strangers.

All children have fair and equal opportunities to join in with all the activities and any stereotypical attitudes are promptly challenged. Practitioners have a sound understanding of children's

individual needs. There is appropriate support in place for children who have learning difficulties and disabilities or children attending with English as an additional language. There is liaison with parents and other support agencies at all times to ensure individual objectives are met if necessary. Children's spiritual, moral, social and cultural development is fostered.

Children behave appropriately because practitioners have realistic expectations based upon the children's level of understanding. They are learning to take turns and share toys and be kind to each other. Positive interaction by staff, with plenty of meaningful praise and encouragement, supports children in learning to be sociable. There is a consistent approach between practitioners with how they positively manage children's behaviour. Good manners are reinforced at snack time and children learn to care and respect each other and other living things through routines and activities. For example, children water the plants in the garden to help them grow.

Partnership with parents and carers is satisfactory. A notice board keeps parents suitably informed about aspects of the curriculum and events. Practitioners are available to exchange information daily with parents, which means that children are cared for according to each child's needs. Parents are welcomed and included in aspects of the provision and they give their support to helping on the parent rota and special events, such as parties, outings and fundraising events.

Parents of children who receive nursery education funding are kept appropriately informed about what their children are learning; they can access their children's progress record at any time and practitioners are approachable so any issues can be easily discussed. A system to seek the views from parents about the service is in place through a questionnaire. There is a system in place to record complaints and there is a complaints procedure, however, it is not up to date in line with the requirements.

## **Organisation**

The organisation is satisfactory.

Children's needs are satisfactorily met because sound organisation deploys adults appropriately within the areas of play to interact with children, making effective use of volunteers and students. The high adult to child ratio creates a calm ambience where children are satisfactorily supported in their care and learning.

Settling in new children to ensure their individual needs are being met and developing relationships with them and their parents is a priority as well as continuing to meet the needs of the existing children. Knowledgeable, qualified and experienced practitioners who understand their roles and responsibilities support less experienced staff.

Recruitment and vetting procedures are quite rigorous and management do ensure that any person who has not been vetted is never left alone with the children. There is an adequate system in place to ensure that adults working with the children have the required criminal record check with reference number and issue date.

Children benefit from established routines that ensure they can access a varied range of experiences. This includes a balance of structured as well as spontaneous activities. Creative use of space and presentation of the activities and resources enable children to initiate their own play and learning sufficiently well within the routines.

All of the required records are available and all of the required policies and procedures to protect children, promote their well-being and support them to develop their potential are in place. However, some have not been updated in line with regulations, for example, child protection and complaints policies. At present the policies and procedures are not available to parents, preventing the management committee from effectively being involved in reviewing practice and updating procedures.

Leadership and management is satisfactory. Some staff have received more training and have more experience in delivering the Foundation Stage curriculum than others and this is demonstrated in their diverse knowledge, understanding and delivery of it. Appropriate systems are in place to ensure children make satisfactory progress through the stepping stones towards the early learning goals. Overall, the provision meets the needs of the range of children for whom it provides.

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

Progress has been made since the last inspection. The provider agreed to make improvements to the systems for identifying staff training requirements, develop the information for carers and committee members and to extend the information held about staff.

A system of staff appraisals to identify their training and development needs has been devised. This enables management to monitor how effectively staff are undertaking training on current thinking and best practice, which contributes to improving practitioners' professional understanding and the needs of the children.

Information for carers and volunteers has been devised that clearly outlines their roles and responsibilities while working with the children. A system of individual staff files in which a record is kept of their qualifications, training certificates and criminal record check details has been devised. This contributes to managers organising the setting more effectively.

Nursery education.

Progress has been made for three and four year old children in receipt of nursery education funding. The provider was asked to improve the ways in which the committee are able to play a more supportive role in the leadership and management of the setting and monitor the planning systems.

A small committee is in place and they are developing their roles with assisting the staff in the leadership and management of the setting. It is clear in the children's progress files that staff do not identify the children's next step; therefore, they are not using their assessments of the children to assist them to plan effectively. Therefore, planning continues to be an area to be improved.

### **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 system of hand washing in the communal bowl of water and encourage the children to wash their hands before and after snack in order to prevent the risk of cross infection
- ensure that parents acknowledge in writing that medication has been administered
- review the safety checklist procedure to make sure that it is more rigorous to ensure that the beanbags within the book area are in good repair
- update the child protection policy in line with the Local Safeguarding Children Board procedures and ensure that the wording is clear about the procedure to be followed in the event of an allegation being made against a member of staff or volunteer
- ensure that the complaints policy is updated in line with the requirements
- ensure that policies and procedures are made easily accessible to parents and that they have involvement in the reviewing of them.

#### 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):

- extend the resources within the continuous provision to enable children to develop techniques and refine their skills they need to shape, assemble and join materials
- extend resources within areas of continuous provision to enable children to recognise familiar words including children's names
- identify the next step for children's learning within their record of achievement files and use this information to inform future plans.

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)