

Anlaby Park Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	314574
Inspection date	26 September 2007
Inspector	Jackie Phillips
Setting Address	Methodist Church Hall, Hull Road, Anlaby Common, East Riding of Yorkshire, HU4 7RR
Telephone number	01482 569404
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Registered person	Anlaby Park Pre-School 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 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?

Anlaby Park Pre-School Playgroup is a well established setting that registered in 1989. The setting provides sessional day care for children within the local and surrounding community. It is situated in the Methodist Church Hall on Anlaby Common, on the outskirts of Kingston-upon-Hull, within East Riding of Yorkshire. The setting is managed by a voluntary committee and operates on a day-to-day basis by a manager. Children have access to a large hall and an adjoining small room, referred to as the 'library room'. They have the opportunity to spend some of their time in two additional rooms in the building and use an enclosed outdoor play area for physical play opportunities.

The provision is registered for 32 children, between two to five years of age. Currently there are 46 children on roll. Of these, 23 children are in receipt of nursery education funding. Support is available for children with learning difficulties and those who use English as an additional language. The setting operates five sessions each week, from Monday to Friday, during local school term times. Morning sessions start at 09.15 and finish at 11.45. The group provides the opportunity for some children to stay for lunch, provided by their parents, during an extended period according to demand.

There are seven members of staff who work with the children. The majority hold recognised qualifications in childcare. Staff have formed a close partnership with adults who work at local primary schools. The group is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about a healthy lifestyle in various ways. For example, they enjoy a range of nutritious foods as part of the café style operation of children's snack time. This includes, for example, children tasting a variety of fresh fruit, yoghurts and breadsticks, with milk or water to drink. Children are able to pour their own drinks, including helping themselves to water throughout each session. This increases their independence and ensures they are able to access fluids to keep refreshed and hydrated. Parents of children who remain at the setting for lunch, are given information about the safe storage of lunchboxes, including the provision of healthy foods. This effectively supports the emphasis placed by the setting on healthy food and diet in sustaining children's good health.

Children learn about personal hygiene procedures as part of the routine. For example, children know when and how to use tissues and that regular washing helps to keep hands clean and free from germs. They use liquid soap, electric hand dryers or disposable paper hand towels. These are effective procedures to help prevent cross infection. Hot water is provided by wall mounted appliances, although this is not consistently used by all staff when children are involved in hand washing routines. Good nappy changing facilities are available for the younger children. The privacy and dignity of children, when using some of the toilet cubicles, fluctuates.

There are regular opportunities for children to engage in physical, active play. For example, by playing outside in the garden or using the indoor area towards the end of the session. Mobile toys and apparatus to climb and balance supports children's physical development. Smaller resources enable them to be competent in a range of skills that require fine manipulation, as well as hand and eye coordination. For example, children use scissors, glue sticks, paint brushes, cutters and rolling pins with confidence.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have use of a small number of rooms which help to keep them motivated and interested. For example, they use the main hall for the majority of play events, the library for reading and small group work, and two other rooms for additional focussed learning activities. Children are secure and comfortable within their surroundings and do not become distressed as they move about. The majority enter the setting confidently, eager to participate. Some children occasionally get upset, but quickly settle supported extremely well by reassuring adults.

The play rooms are very well prepared prior to children's arrival. This shows adults are pro-active, conscientious and well informed of their responsibilities and the activities they have planned. The benefit for children is that the environment is stimulating and inspires them to learn and become involved. Children's art and craft work is displayed to a high standard. This action raises children's self-esteem and helps them to feel a valuable member of the group. The diverse range of toys and resources are stored extremely well, supporting children successfully to make independent choices and decisions.

Children are cared for in a secure setting, very well supported by effective documentation and record keeping. This includes records of attendance, details of visitors to the setting and logs of children's accidents and incidents. Children are familiar with the emergency evacuation plan because this is regularly shared with them. The setting has a clear child protection procedure in place, supported by national guidance for referral. Staff are aware of their responsibility to protect children from harm and have attended relevant training. Close links are established with local schools and relevant information regarding children's welfare is exchanged. The attention by adults to share information and keep up to date with recent guidance confirms that the protection of children is a priority.

Helping children achieve well and enjoy what they do

The provision is good.

Children are well supported to enjoy and achieve by being involved in an exciting and interesting range of purposeful activities. For example, the selection of toys and equipment provided includes puzzles, books, construction materials, art and craft and role play materials. Children use natural resources, for instance, sand, water and playdough. This helps to raise children's sensory awareness and supports skills of control and coordination. Adults are very familiar with the 'Birth to three matters' framework. This benefits the youngest children who experience a wide range of activities and learning opportunities enabling them to become, in particular, skilful communicators and competent learners.

The routine supports effective learning. It is well balanced providing continuous provision and includes adult-led and child-initiated learning opportunities. Children join small groups according to age, learning to play also in larger groups, developing skills of sharing and turn taking. Focussed activities encourage children to concentrate and consolidates learning. For example, during the topic of homes, children investigated their own homes, that of others, they made collage pictures of houses, looked closely at books and used a range of high quality domestic play items. For instance, they used a battery operated iron and washing machine.

Nursery education

Children progress well in all six areas of learning. They are interested and motivated to learn and contribute effectively to story time and discussion groups. Three and four year olds can recognise their written name and become involved at linking sounds and letters. Children use a variety of mark making resources, including pens and chalks. They use clipboards and pencils to write spontaneously, for example, to plan and design when involved with construction materials. Children count regularly and some are able to identify individual numbers. Through singing action songs and rhymes they are introduced to counting forwards and backwards, although there are few opportunities for them to solve simple number problems. For example, through practical events as part of the routine.

An understanding of the world in which they live is developed through daily discussion, including recording the date and weather conditions. Children are involved in recycling activities and participate in concerts that are held in the church. They observe and discuss, with an adult, a map, confident in the knowledge of its purpose. They learn about cultures and beliefs of others and demonstrate concern as they discuss the recent floods that have affected some of their lives. Children have use of a laptop, battery operated and remote controlled toys, helping to support knowledge and understanding of technology and how things work.

The quality of teaching and learning is good. Adults supervise children well and play an active part in children's learning. The early years curriculum is broad and balanced and enables children to learn in various ways, including through repetition. They make learning fun, such as using puppets to encourage children to listen and respond. Effective use of adults' open-ended questioning, enables children to think and share their ideas. Exciting story times promote children's language and vocabulary skills.

Adults have a secure knowledge of the Foundation Stage. Planning is flexible, purposeful and successful in using a themed approach to assist children's learning and understanding. Adults observe children regularly and use this knowledge to inform future planning, ensuring the needs of the more and less-able children are met. The assessment of children's progress is shared with parents and includes photographic evidence. Children are very well supported to learn by motivated and enthusiastic adults. Sometimes, the impact of group size, involving numbers of children and adults present, does not consistently support the effective learning process.

Helping children make a positive contribution

The provision is good.

Children are treated as individuals within the fully inclusive environment. Adults know children well and support their additional needs effectively to ensure progress is made and children are enabled to reach their full potential. Awareness of cultural diversity is raised through the provision of toys and resources and the celebration of different festivals, for example, Chinese New Year.

Children behave very well. This is because they are consistently engaged and well occupied throughout the session. Older children help younger ones, for instance, providing assistance to complete a complex puzzle. Social manners are learnt as children eat together, work together and apologise when they accidentally bump into each other. An in-depth behaviour management policy exists that is relevant and clear. Attention has been paid to ensure information includes how the setting will deal with bullying.

Children learn how to care for their environment by being included in the tidying away process. They are provided with a warning by adults when the time to finish what they are doing is drawing near. This shows children respect. They become involved at clearing away the equipment quickly and competently. On occasions children take on roles of responsibility. This includes collecting name cards following registration or taking the completed register to the supervisor.

Adults have demonstrated care and compassion by supporting some children through difficult times. Recent flooding in the area has caused major disruption to the lives of some children and their families. The staff team have given great consideration to support these children and enable them to come to terms with recent changes and deal with their emotions. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. The setting ensures parents are kept very well informed through a number of positive strategies. For example, the parents' notice board displays information about planned activities, the registration certificate, how the regulator can be contacted, and a copy of the previous inspection report. Parents are also provided with regular newsletters. They are able to share in their children's learning experiences by being given details, in advance of topic work. For instance, asking them to find, with their children,

items from home to support the week's theme. This helps children to make effective links in their learning. It also enables parents to be involved in meaningful ways.

Parents have good access to the setting's range of policies and procedures. This ensures they are well informed. Parents and team members approach each other easily and positive relationships are evident. The ability of the group to share and disseminate information in successful ways enhances the partnership with parents and carers, keeps everyone well informed and supports the care and learning of the children.

Organisation

The organisation is good.

The setting is extremely well organised. This includes records, paperwork and systems to ensure the smooth and efficient operation and management of the provision. The documentation is presented to a high standard and is regularly reviewed and updated to ensure requirements are met and policies and procedures support the overall care and learning of children. There is a written complaints procedure established and a log to record parents' concerns that relate to the National Standards. This is shared with parents on request.

The strong team work very well together. There is good support and mostly effective deployment. Regular meetings are held to keep all team members up to date and share effective working practices. A robust recruitment procedure ensures all adults are suitable to work with children. Team members demonstrate a strong commitment to training to update their skills and professional knowledge.

The leadership and management is good. The manager and her deputy are clearly positive role models and team members appreciate their vision and motivation. Systems are in place to share information effectively and to monitor and assess the quality of care and education for children. The team work effectively to provide a fully inclusive environment for children where every child matters. The setting has made firm links with outside agencies and local schools which benefits the 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 an action was made to ensure the arrival and departure times of children were recorded in the attendance record. This procedure is now in place and prompt action made by adults to record children's attendance has improved the safety of children.

Two key issues were made at the previous inspection for funded nursery education. These were in relation to improvements in the staff appraisal system and introducing more ways for children to attempt writing for a purpose. An appraisal system is now established to support effective working relationships and professional development. The setting provides more opportunities for children to write spontaneously and for a purpose. For example, using a variety of writing materials, notebooks and clipboards during play. This means, the action and key issues from the previous inspections have been addressed successfully, improving the outcomes for 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- improve routines within the bathroom to respect the privacy of children and effectiveness of hand washing.

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 more opportunities, through the routine, for children to be interested and involved in solving simple number problems
- ensure when children are organised in small groups, the numbers of adults present effectively support the quality of learning.

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