

# Hessle Pre-School Playgroup

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 314647   |
| <b>Inspection date</b>         | 19 November 2007   |
| <b>Inspector</b>               | Diane Lynn Turner  |
| <b>Setting Address</b>         | Old School House, The Hourne, Hessle, North Humberside, HU13 9LJ |
| <b>Telephone number</b>        | 01482 646262   |
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| <b>Registered person</b>       | Kathleen Rhodes  |
| <b>Type of inspection</b>      | Integrated   |
| <b>Type of care</b>            | Sessional care, Out of School 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 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?

Hessle Pre-School Playgroup and Hessle Aces Out of School Club is a privately owned provision, which is based in Hessle Community Centre, located on grounds adjoining Hessle Church of England School in Hessle, near Hull. The setting has use of four rooms, the outdoor play area and part of the adjoining secure school grounds to the rear of the premises.

The pre-school offers sessional day care and is registered for 26 children to attend at any one time. Opening times are Monday to Friday from 09.15 to 11.45 during term time only. There are currently 23 children on roll, of whom 18 are in receipt of nursery education funding.

The out of school club is registered for 40 children to attend at any one time. Opening times are from 07.30 to 09.00 and 15.30 to 18.00 during term time, and from 07.30 to 18.00 during the school holidays. There are currently 102 children on roll.

There are nine members of staff employed at the setting. Of these, seven have a level 3 qualification in childcare and two have level 2.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are kept healthy within the setting. Staff follow effective practices during their everyday routines to ensure a clean environment is maintained. For example, toilets are checked and cleaned between the sessions, children change into indoor shoes on arrival and good procedures are followed when preparing and serving food. Children are encouraged to learn about the importance of good personal hygiene and staff ensure they follow effective routines at most times. For example, the older children wash their hands after coming in from school before they eat their tea and the younger ones use wipes to clean their hands after messy play. Wipes are also provided for the younger ones before they eat, although the children were not offered these on the first day of the inspection.

Children have good opportunities to enjoy physical exercise each day. They have use of the nearby school field where the older ones, for example, enjoy games of rounders and during inclement weather physical activities are provided inside. For example, the children attending the out of school sessions enjoy games of dodge ball and chasing games, such as 'tails'. The three- and four-year-olds take part in parachute games when they show good control and move cooperate together, and they take part in action rhymes, such as 'Head, shoulders, knees and toes'. The children understand the effect exercise has on their bodies. For example, they talk about being hot and put their hand in their chest to feel how fast their heart is beating after running around.

Children are provided with snacks which contribute to a healthy diet. The pre-school children are offered fruit midmorning and a choice of milk or water to drink and staff involve the older children in drawing up the menu for their tea which includes soup, scones and fruit. Staff encourage the children to learn about what food is good for them through discussion and activities, such as making their own pizza and fruit tasting. The children sit together to eat and this is a pleasant social experience for them. They pour their own drinks and the tables are attractively presented using table cloths. Drinking water is readily available at all times in the playroom, which children can access as and when they become thirsty.

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

The provision is good.

Children are cared for on premises which have good areas of space. Most areas are maintained appropriately but some of the rooms are in a poor state of decoration and some minor repairs have not been completed. However, staff strive to make it a welcoming and stimulating environment. For example, children's artwork, photographs and posters are evident in all areas. A good range of toys and resources is available, which are suitable for the ages attending. These are well maintained and easily accessible to support children in making independent choices. For example, they freely access role play resources to act out domestic situations, such as setting the table and pretending to make meals.

Staff pay good attention to ensuring children are cared for in a safe environment. Detailed risk assessments are carried out and appropriate action taken to minimise any hazards, and good use is made of safety equipment. For example, safety gates and socket covers are in place and electrical equipment is checked annually, which means children can use equipment, such as the computer safely. Staff talk to the children about the importance of listening to and following

instructions carefully during physical games to avoid bumps and they remind them to use equipment, such as scissors carefully. They also practise the emergency evacuation procedures with them each month so they know what to do if there is a fire, with a record being kept of the number present and time taken to evacuate.

Children are well protected from possible abuse. There is a designated member of staff with responsibility for child protection and all staff attend training in safeguarding children to ensure they are able to recognise the possible indicators of abuse. As a result, they are able to confidently discuss these and describe how they would report any concerns to the designated staff member. There are also effective procedures for the safe collection of children, which are implemented well. For example, the out of school children arrive promptly at the dedicated meeting point and staff immediately follow up any 'no shows'.

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

The provision is good.

All children settle well at the setting. They develop good relationships with their peers and the staff, and are eager to attend. Staff skilfully adapt activities to meet the needs of the youngest children who attend and use the 'Birth to three matters' framework in their assessment records. They provide lots of opportunities for the children to learn through tactile experiences, such as exploring water, paint and dough and to take part in group activities, such as listening to stories and joining in with songs and rhymes. The children who attend the out of school sessions clearly enjoy their time at the group. They greet staff eagerly when they collect them from school and are fully involved in the planning of activities to ensure these are of interest to them. They are well occupied. For example, they enjoy activities, such as playing chess, art and craft, building from construction materials and using the computer. Photographs also show them having lots of fun making buns and carving pumpkins for Halloween, and displays show they use their singing and dancing skills as they take part in a talent show.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage and this is evident in the planning of activities. The sessions are planned well on the whole and begin with staff enthusiastically explaining what activities are on offer, which inspires the children to take part. Staff adapt activities to meet children's individual learning needs and ensure through careful recording and assessment that children are effectively supported in making good progress. They provide a bright and stimulating environment in which to learn. For example, resources are clearly labelled, displays are predominantly the children's own work and different areas of learning are clearly defined. A good balance of both child-initiated and adult-led activities is offered which enables the children to learn in different ways. Interaction from staff is very good and children welcome their involvement. For example, on the visit the children were keen to dress one staff member up as a snowman. The children frequently present the staff with pictures they have drawn for them and staff clearly value their efforts.

Both the three- and four-year-olds are very confident and eager to learn. They greet their friends on arrival and are keen to see what is on offer each day. They choose freely from the activities and also show curiosity as they discover new experiences, such as blowing into paint using a straw to make bubble pictures. They are confident in their self-care. For example, they know to put on an apron before messy play, access their own tissues to blow their nose and use wipes to clean their hands. They concentrate well during most whole group activities, such

as circle time, and know to put their hand up and not shout out if they want to answer a question.

Both the three- and four-year-olds can recognise their own name. They find their own coat peg on arrival and their named building brick which they use to make a tower to show they are present. Children enjoy looking at books independently in the cosy book corner and join in enthusiastically with favourite stories at group time, such as 'Going on a bear hunt' when they also clap out the rhythm of the repeated parts. Photographs also show them celebrating World Book Day. They understand about using writing for a purpose. For example, the more able children confidently write their own name on their work, and the younger and less able trace over the top or copy from their named building block.

Children's understanding of number operations is developing very well. For example, they confidently count the number of girls and boys present at registration and then calculate how many are present overall. Children correctly identify how many can access activities, such as the sand, at once and confidently match objects by colour. They understand about capacity. For example, children explain to staff that the jug needs filling at snack when it is empty. They also routinely use number during everyday activities. For example, dividing the dough out fairly so everyone at the table can play and counting the number of 'kisses' they write as they make a card.

Children's creative development is good. They create individual works of art as they paint freely at the easel and displays show they have made patterns using glitter and prints using their hands and vegetables. They explore the texture and properties of dough and use this imaginatively as they pretend to make biscuits and birthday cakes, when they use different objects to represent candles. Children become fully engrossed as they explore bubbles, with one child excitedly stating that she looked like a ghost as she covered her hands. They also enjoy acting out domestic situations in the home corner. For example, they lay the table and pretend to make meals, take care of their 'babies' and pretend to go on a train ride as they line up the soft play blocks and sit on these, taking turns to be the driver.

Children's knowledge and understanding of the world is developing very well. For example, they record places they have visited on a map of the world and learn about festivals from other countries. They learn about nature and the care of living things as they carefully plant bulbs, explaining these need to be kept warm and have water to make them grow. Children learn about cause and effect as they watch ice cubes melting in the water tray, learn that they can make larger bubbles if they blow through their straw with more force, and observe what happens when they squeeze 'bubble wrap'. Their understanding of information and communication technology is developing well. For example, they use telephones with understanding during role play and use the computer independently to complete various programmes, requesting help if needed.

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

The provision is good.

All children are welcome to attend the group and are valued as individuals. Useful information is collected via the registration form when the children start and parents of the children attending the pre-school sessions are also asked to complete an 'I can do sheet' for their child. This helps staff form a baseline assessment on which to develop and extend the children's individual learning. Children's sense of belonging and self-esteem is promoted very well. For example, staff greet the children warmly on arrival; the younger ones choose a picture to display above

their coat pegs when they start; displays celebrate their achievements; and they all contribute towards the group's friendship quilts by each designing their own square. Children with learning difficulties or disabilities are welcome to attend and are supported effectively. For example, staff fully understand about working with parents, providing additional support when necessary and adapting activities to ensure inclusion.

Children's spiritual, moral, social and cultural development is fostered. Good attention is paid to raising children's awareness of the wider world and their own community. For example, staff enable the children to celebrate festivals, such as Diwali, when they design mendhi patterns, make clay lamps and enjoy tasting food, such as naan bread and rice. They use the town hall at Christmas as a venue for their nativity play and enjoy regular visits from a local musician. They also help raise funds for charity. For example, the pre-school children recently made a donation to come to the session dressed in their pyjamas. Photographs show them snuggling down together under their friendship quilt as they listened to a story.

Children behave well throughout the provision. All staff are very good role models for them to follow. They display a caring and patient approach and this is reflected in the children's behaviour. The children are actively involved in drawing up the codes for working together and staff refer them to these when necessary. The older children readily take on responsibility. For example, they are currently designing and selling Christmas gift wrap and cards in order to raise funds to buy a particular piece of equipment. Children's efforts and achievements are acknowledged and rewarded throughout the setting and, as a result, they play happily together, value one another and are very keen to help with tasks, such as tidying up.

The provision pays good attention to promoting an effective partnership with parents. Useful information is provided when children start at the setting and parents feel confident in approaching staff should they have any concerns. They are kept up to date through regular newsletters, displays, notices and open days. Parents and carers spoken to at the inspection visit all expressed a very positive opinion of the setting, the staff and the care provided.

The partnership with parents and carers of the children in receipt of nursery education is good. Parents are welcome to view their child's record of progress at any time and they receive written information about the termly theme. This includes the areas of learning being covered, ideas for activities to do at home and suggested items the children could bring in.

## **Organisation**

The organisation is good.

Children are cared for in a well-organised environment. There is a clear and effective management structure in place for both aspects of the provision and each team works very well together, with some members working at both the pre-school and out of school sessions. Staff provide a welcoming and homely environment where children feel comfortable and relaxed and they make good use of the available space to provide a wide range of activities. Their performance is monitored effectively through annual appraisals and they all attend regular training to develop their knowledge and practice. Regular staff meetings are held which effectively help to monitor the service, and clear systems are in place for the safe recruitment and vetting of any new staff, and for their induction. All of which benefits the children's overall care and learning.

All legally required documentation is in place and is stored securely to maintain confidentiality. Policies and procedures have been devised to show how the service operates, with additional

ones in place which reflect the different aspects of the setting. These have recently been updated to reflect the recent changes in legislation and are readily available for parents to view.

The leadership and management of the nursery education is good. The planning of activities is very clear and shows how all six areas of learning are covered and how the activities are tailored to meet children's individual learning needs. Detailed records show how the children are progressing towards the early learning goals and include examples of their work, photographs and written observations of their responses to the activities. These provide parents with a lovely record of their child's time at the setting and also help staff to complete the children's profiles accurately. However, the organisation of the second half of the session is not always effective as children sometimes spend long periods of time sitting between group activities, which results in them losing concentration and becoming distracted.

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

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

At the last care inspection it was recommended that the setting improve: the safety in relation to the broken radiator; the documentation in relation to administering medication and the child protection policy; and the information for parents.

All recommendations have been addressed. A system has been devised for gaining prior parental consent to administer medication and for staff to record when given, and the child protection policy now includes the procedure to be followed in the event of an allegation of abuse being made against a member of staff or volunteer. The damaged area of the radiator has been made inaccessible to children and the complaints procedure is now made readily available to parents. The improvements made have added significantly to the organisation and the safety.

At the last nursery education inspection it was recommended that more opportunities be provided for parents to meet with staff and discuss their child's progress; for children to develop independence at snack time; and to develop children's awareness of healthy eating and understanding of good manners.

All recommendations have been addressed. Staff now hold regular open days when parents can discuss their child's progress and children's independence is encouraged at snack time as they now pour their own drinks and take turns to take the plate of fruit round. Their awareness of healthy eating is now raised effectively. For example, only fruit is offered at snack time and staff talk to the children about why particular food is good for them. Staff now encourage the children to use good manners at all times and are consistent in reminding them if they forget, for example, at snack time.

### **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 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 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):

- ensure hygiene procedures in relation to children's hand washing are implemented consistently
- improve the arrangements to ensure the building is maintained in a suitable state of repair and decoration.

#### 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 organisation of the second half of the session.

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)