

CADWA Playgroup

Inspection report for early years provision

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| Unique Reference Number | 322466 |
| Inspection date | 18 July 2007 |
| Inspector | Michele Anne Villiers |
| Setting Address | Cadwa Hall, Bowland Avenue, Liverpool, Merseyside, L16 1JP |
| Telephone number | 0151 722 6425 |
| E-mail | |
| Registered person | The Chelwood and District Welfare Association |
| 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?

The Chelwood and District Welfare Association Playgroup is run by a voluntary committee. It opened over 13 years ago and operates from the district community hall. It operates from one large room and is situated in the Childwall district of Liverpool. A maximum of 25 children attend the playgroup at any one time. The playgroup is open each weekday from 09.00 to 11.30 during school term time only. All children share access to a secure enclosed outdoor play area.

There are currently 15 children aged between two and five years on roll. Of these, six children receive funding for early education. The playgroup supports children with learning difficulties or disabilities and also supports children who speak English as an additional language.

The playgroup employs three staff who work directly with the children. All staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are protected from illness and cross infection, and their health is promoted well. Staff follow comprehensively written health and safety policies. The premises are clean and tables regularly wiped. Children learn about personal hygiene. They wash their hands at appropriate times, and staff discuss dental care with them, using story books to reinforce their understanding. All accidents are recorded and the information shared with parents. One staff member holds a current first aid certificate. However, this does not ensure that there is someone with first aid on duty at all times if staff should be absent.

Children benefit from healthy, nutritional food, and learn about the importance of healthy eating. They tuck into a variety of fresh fruit, and enjoy sandwiches with tomatoes and cucumber for snacks. Children experience different tastes and textures during 'food tasting sessions', and have fun making 'smoothies' with fruit and vegetables. They help themselves to fresh drinking water to quench their thirst.

Energetic play is incorporated into the daily routine, helping to promote the children's health, growth and development. Organised outdoor games using skittles, balls, and hoops promote the children's coordination. They have great fun during planned topical activities, such as 'The Circus', learning to juggle and balance on bucket stilts. Older children are challenged when using the large climbing frame, rope ladder and monkey run, developing good strength and stamina. Indoors, children enjoy dance and music and have a good amount of space to freely move around. They become competent at using small tools, such as scissors and threading beads.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are secure and well supervised in a safe environment. They access a spacious play area that is welcoming and creatively organised. Staff closely monitor visitors, helping to protect children from unknown persons entering the premises. Children independently access a sufficient range of safe and suitable toys and resources.

During play staff gently remind children about safety and being careful when running around. They allow children to take risks outside, when playing on large equipment, under careful supervision. Children learn further about safety during planned activities and participate in 'Child Safety Week'. They become aware of how to safely cross roads, and have stories on keeping themselves safe. Staff involve parents, and children take home stickers, posters and work books on how to prevent accidents occurring.

Children are further safeguarded as staff have a good awareness of child protection issues and follow comprehensive policies and procedures. There is a designated staff member to coordinate the safeguarding of children.

Helping children achieve well and enjoy what they do

The provision is good.

Children happily settle and confidently explore their environment. Staff use planning well to provide a variety of stimulating and fun activities that help children to make good progress in all areas of their development. The children's progress is monitored and staff record their development using photographs and written documentation. Initial profiles on each child are completed by staff in 'All about me' booklets.

Children explore a wide range of different media. They have fun painting, playing in sand and water, using colourful textured paper for collage, and manipulating play dough into a variety of shapes. Staff support the children well, sitting with them in small groups, or one to one, motivating their learning. The children's independence is very much encouraged. Young children persevere to dress themselves for outdoor play, with staff guidance and help when necessary. Staff encourage the children's communication skills through good questioning and allowing children time to discuss stories and events in their lives. They freely access a very good range of books, and enjoy stories and songs.

Nursery Education

The quality of teaching and learning is good and children are making effective progress towards the early learning goals. Staff enthusiastically interact and challenge children during their play. Children are constantly asked questions in order for them to think about their play and to express their own ideas and thoughts. Staff plan and provide play opportunities, using the six areas of learning, and effectively evaluate focused adult led activities in order to use for future plans. The play areas are generally suitably organised, although some areas have insufficient resources at any one time. For example, the 'Investigation' table is poorly resourced with only a few magnifying glasses and many of the 'object drawers' are empty. Consequently, children show limited interest and soon become bored.

Children are very happy and interested in their play. They confidently initiate interaction with adults, and have meaningful conversations, reflecting on past events, and their family life. Older children independently take care of their own needs, such as toileting themselves, and pouring their own drinks. Children demonstrate very good levels of concentration as they complete puzzles and listen to stories. They are given many opportunities to mark-make and practise their writing skills. They enjoy making patterns in the sand, drawing with pencils, crayons and chalk, and painting. During role play older children competently use a pencil and writing pad and attempt to write a shopping list. On arrival children 'self-register', finding their own written name cards.

During planned activities children develop mathematical concepts. They begin to recognise the written numeral that corresponds to their age. Children learn to count, sort, match and sequence objects. However, staff do not use practical situations to further reinforce and fully challenge older more able children's mathematical skills. For example, children do not count or calculate how many chairs or plates are required during snack time, or how many children line up to go outside. Children become familiar with everyday technology and access a music centre with individual ear phones, and a tape recorder.

Outside children observe the changing seasons and learn about living things. Staff use every opportunity to encourage children to explore with their senses. They go on 'spring walks' smelling lavender flowers, and eating strawberries they have picked. On outings to the farm

they experience feeding goats, and feeling a pet snake. The children's imagination is fostered well. They excitedly cook and set tables in the 'café' role play. Children spontaneously use different resources to create an adventure. They go on a 'Bear hunt' and pack their rucksack with toys from the role play, invite others to join them and take a variety of hand puppets. During play staff skilfully intervene to help children build on their existing knowledge. For example, whilst a group of children freely look at books in the book corner, staff introduce puppets and suggest that each child takes on a character role from one of the books, captivating their imagination and fostering their language and literacy skills.

Helping children make a positive contribution

The provision is good.

Children have a strong sense of belonging and form close relationships with staff, fostering their confidence and self-esteem. Children learn about diversity through accessing some toys and resources that represent positive images of different cultures and race. They also celebrate different festivals and help children to respect each other. Children talk about their own culture and religion and parents are welcomed to contribute. For example, children talk about going to the Mosque and parents provide cakes and sweets during the Muslim festival of Eid. All children access all resources and activities are not gender-specific. However, there are limited toys and resources that reflect disability.

Children are well behaved and cooperative. They learn to share and take turns and staff use good strategies to manage unwanted behaviour. Children look at 'Be gentle' books on playing nicely and are encouraged to talk about their feelings. Staff use skilful intervention to ensure all children are happily involved in games and nominate each child to carry out important tasks and have roles of responsibility. The children's spiritual, moral, social and cultural development is fostered well.

Parents are welcomed into the playgroup at any time and speak very positively about the care and education provided. Information is shared through daily discussion, regular newsletters and the parents' notice board. The partnership with parents and carers of educationally funded children is good. There is an information display board about the early learning goals and learning programme. Parents may access their child's development report at any time and formalised meetings are arranged to further discuss the Foundation Stage.

Organisation

The organisation is good.

Staff use their knowledge and skills to support the children and provide a stimulating environment. There are effective procedures in place for the recruitment and vetting of staff, and to ensure staffing ratios are maintained at all times, to help protect and safeguard children. The premises are creatively organised into specific areas for play. The provision do not have exclusive use of the community hall so equipment and displays are put away each day.

Many staff have worked in the playgroup for several years, providing good continuity of care. Staff have specific roles of responsibility and the key worker system ensures children receive close support. Regular meetings and appraisal sessions identify any staff training needs. The quality of leadership and management of the nursery education is good. The manager regularly evaluates the provision and has a good awareness of the Foundation Stage and curriculum planning. Staff work well together as a team and receive support from a teacher advisor.

All regulatory documentation is in place and there are many comprehensively written policies and procedures for the effective management of the provision. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

The previous care inspection recommended that the playgroup implement a procedure for recording incidents of physical restraint, and review the policy for sick children. There is a system in place for the recording of any physical restraint, helping to safeguard children. The policy for sick children has been updated and includes a list of communicable and infectious diseases.

The previous nursery education inspection recommended that the playgroup: provide more activities which promote children's understanding of rhyme; employ more consistent gestures and resources for those who are learning English as an additional language, and implement a formal system for monitoring and evaluating teaching and learning. The playgroup has purchased more books on rhyme and frequently use the library in order to further promote children's communication and language skills. Staff use multi-language signs and posters to assist those children who speak English as an additional language, and liaise with parents to further assist children in their understanding. The manager has introduced a formal system for monitoring and evaluating the teaching and learning programme. Staff have accessed training and complete evaluation forms to identify strengths and weaknesses.

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.

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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):

- make sure sufficient staff hold an appropriate first aid certificate in order to cover staff absences
- provide more toys and resources that reflect positive images of disability in order to help children learn about the diverse world in which they live.

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):

- create a more stimulating investigation area for children to explore and examine a variety of objects
- incorporate counting and calculation throughout the routine and during practical situations to further challenge older, more able children.

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