



# **Skelmanthorpe Community Pre School Playgroup**

Inspection report for early years provision

<b>Unique Reference Number</b>	311308
<b>Inspection date</b>	18 July 2005
<b>Inspector</b>	Helen Blackburn
<b>Setting Address</b>	Nursery Building, Elm Street, Skelmanthorpe, Huddersfield, West Yorkshire, HD8 9DZ
<b>Telephone number</b>	0774 8692039
<b>E-mail</b>	
<b>Registered person</b>	Skelmanthorpe 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 good. 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?

Skelmanthorpe Community Pre-school Playgroup has been operating for many years. The group is managed by a voluntary committee. It operates from rooms within Skelmanthorpe First and Nursery School, in the village of Skelmanthorpe, near Huddersfield. The children use two rooms below the nursery. There is an enclosed area for outside play.

A maximum of 26 children may attend the group at any one time. The group is open

Monday, Tuesday, Thursday and Friday between 09:00 and 11:30, term-time only.

There are currently 44 children aged from 2 years 6 months to 4 years on roll. Of these, 24 children receive funding for nursery education. Children attend from the local and wider catchment area. The group has systems to support children with special educational needs or who speak English as an additional language.

The group employ six permanent members of staff, of these, five staff including the manager hold appropriate early years qualifications.

The group are members of the Pre-School Learning Alliance and receive support from an advisory teacher.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The environment for children is clean and well maintained. Through their daily routines, children are developing a good awareness of effective hygiene practices. They wash their hands after using the toilet and before snacks. Staff support these practices and explain their importance, for example, talking about germs. Through the implementation of good cleaning routines, staff minimise the spread of infection. They ensure they wipe tables before snacks and regularly clean the resources and equipment. They fully understand the group's policies and procedures regarding health and implement these effectively. Including, the care of ill children, ensuring they give priority to their needs and welfare.

Through snacks and fun activities, the group promote healthy eating effectively. Children are able to choose from a wide range of healthy options at snack time, such as fruit, breadsticks and chopped vegetables. Parents are responsible for providing snacks and support the group well in their promotion of healthy eating. Snack time is a relaxing experience for children. They sit in small groups and socialise with each other and staff.

Children are encouraged to lead a healthy lifestyle and physical activities contribute to this. They access fresh air on a regular basis by playing outdoors and through walks in the community. Children balance, climb, crawl, throw and catch with increasing skill and confidence. During a sports day type event they took part in egg and spoon races, obstacle courses and balancing activities, thus encouraging and challenging their physical development in all areas.

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

The provision is good.

The children are cared for in an environment that is safe and secure. Effective precautions in place minimise the risk of accidents, for example, the use of safety gates, security on the entrance and completion of risk assessment records. The

organisation of the environment enables children to move round easily and freely, ensuring they are able to play safely and access well maintained resources. Staff are vigilant in supervising children, both at the group and whilst on outings. Staff are fully aware of the group's procedures regarding safety and implement these effectively, for example, recording any accidents accurately.

Children are developing an awareness of the importance of keeping themselves safe. During a walk to the fire station, staff discussed the importance of road safety with the children. The children's knowledge of fire safety increased through exploring fire equipment and watching an informative video. A visit from a health visitor contributes to the children's understanding of keeping safe in the sun. When playing outdoors in sunny weather, children wear hats and use sun cream to protect them.

Staff's knowledge of child protection is good. They understand ways in which they can protect children from harm. They have up-to-date information on the procedures to follow if they are concerned about a child. Through the implementation of these procedures, they ensure children's welfare is paramount.

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

The provision is good.

The children are happy and settled in a warm and welcoming environment. A selection of children's work and posters displayed around the rooms contribute to this. Stimulating ranges of fun activities are available for when the children arrive at the group. The children happily leave their parents and carers and enthusiastically become interested and involved in their play. The staff use their planning records to ensure children are provided with variety and experiences appropriate to their age. These plans are developing. Staff are beginning to give consideration to the Birth to three framework, appropriate for children under 3 years.

The children and staff have good relationships with each other. Interaction between them is positive and through the staff's knowledge of the children, they meet their individual needs effectively. Staff know what individual children can achieve, although records of development and observations are still developing. Whilst playing with the children staff skilfully encourage and support their development, for example, through asking children challenging questions. Children's relationships with each other are good, they co-operate and interact well during play.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the Foundation Stage Curriculum. They use this to plan activities across all areas of learning. Their plans outline the staff's role and the learning intentions. Through appropriate use of evaluations, staff review activities to establish whether the aims have been met. Staff skilfully link themes across all areas of learning, for example, a theme on vehicles includes, a trip to the fire station, stories, constructing of fire engines outdoors and use of different vehicles in the creative area. However, links between the plans and children's development records is limited. Children's records

show examples of their work and some observations, although they show little progression towards the stepping stones. However, staff know the children well and ensure their development is challenged and supported through their involvement in children's play. When providing activities and experiences they take the lead from the children really well to extend play, building on the children's interests.

Children are making steady progress towards the stepping stones. The children have a positive approach to learning and are enthusiastic and inquisitive learners. Children are developing their mathematical skills, they count confidently and enjoy activities that involve number, such as singing, jigsaws and games. They are keen to join in activities that encourage and support their pre-writing skills. Children make marks, paint, devise pretend shopping lists and some attempt to write recognisable letters. They communicate well with others and are confident to speak in familiar groups. The book area is developing to encourage children to select freely their own books, although they enjoy and listen well to stories led by an adult. The children's awareness of the wider world is extending. Through walks and visits in the community their knowledge of the environment and experiences of other people is developing. Children thoroughly enjoyed a recent visit to a fire station. They had fun exploring the fire engine and using the fire hoses to squirt water. A good range of visitors to the group supports this area well, such as Mr Tufty, health visitors and music teachers. Children use their imagination well. They take part in role-play and a good range of creative activities, such as painting, sticking, sand play and model making. They explore musical instruments with enthusiasm and listen to the different sounds they make with curiosity.

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

The provision is good.

The children's behaviour is good. They play well with each other and understand the need for sharing and taking turns. Staff's approach to managing children's behaviour is positive. They praise children's achievements and are consistent in their approach. Staff establish clear boundaries that children are familiar with, which supports children's understanding of right from wrong.

Staff recognise children's individual needs and meet these effectively on a day-to-day basis, such as dietary and care requirements. There are systems in place to support children with any specific needs, such as educational needs or English as an additional language. Through the implementation of the group's policy, close liaison with parents and other professionals, appropriate measures are in place. The children's self-esteem is good. They have a positive self-image and show respect for others. Resources and activities contribute to providing positive images and awareness of others. This includes disability, traditions and beliefs, such as birthdays, festivals and celebrations.

Relationships with parents are successful. Parents contribute to the group through rota and through committee. Notice boards, newsletters and minutes of meetings keep parents up-to-date with developments. A file of the group's policies and procedures outlines how they operate. This is available to parents on request,

although their free access is more limited. Staff communicate well with parents and exchange any necessary information, such as details of their child's day.

## Nursery Education

Partnership with parents and carers is satisfactory. Parents receive a leaflet on how to access nursery education funding. Newsletters incorporate some information on the group's curriculum programme, for example, themes. Through verbal communication staff ensure parents are aware of their child's progress. However, parents have little input into contributing to their child's progress records or sharing what they know about their child, especially on starting at the group. Parents are supportive of the group, for example, they take an active role and join in planned trips that support the education curriculum. The group foster children's spiritual, moral, social and cultural development.

## Organisation

The organisation is satisfactory.

Staff teamwork is good. They work well together and are effectively deployed, both indoors and outdoors to meet the needs of children. They are well organised to ensure the day-to-day operation of the group is smooth. This ensures children are cared for in an environment that is stimulating, with familiar and consistent routines.

Staff's commitment to training is good. The newly introduced appraisals system identifies individual staff training needs. Staff understand the value of training, enabling them to develop their skills, knowledge and experiences. The information gained during training contributes towards enhancing the provision and opportunities for children. The group demonstrates their commitment to developing the service further through their plans to work towards a quality assurance award.

Policies and procedures relating to the operation of the setting are in place, for example, health, safety and complaints. However, parent's access to these is restricted. Most documents regarding the day-to-day operation and care of the children are in place, although the system for recording visitors to the setting are inconsistent and children's development records brief. Staff and the committee regularly review the contact details of children and policies to ensure they are accurate and comply with new legislation. Overall, the service meets the needs of the range of children for whom it provides.

## Nursery Education

The leadership and management of the group is satisfactory. Through informal discussions and staff and committee meetings, the group are able to review their practice, contributing to identifying some of their strengths and weaknesses. However, these systems have minor gaps, which result in some areas of development. The committee provide a supportive role. They have regular contact with staff, support their training needs and understand staff's roles within the group.

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

Since the last inspection, staff files contain relevant information to demonstrate their suitability in caring for children, for example, references and background checks. The complaints procedure includes up-to-date contact numbers, enabling parents to raise any concerns regarding the care or service offered to their child. The introduction of healthy snacks promotes and supports healthy eating for children. This is the first nursery education inspection.

### **Complaints since the last inspection**

There are no complaints to report.

## **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 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):

- devise a clear and consistent system for recording visitors to the setting

#### **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 systems for recording children's progress through the stepping stones, including linking these with future plans to move children onto their next stage
- consider ways for parents to share information regarding their child's development, including contribution to their progress records

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