

# Whetstone Baptist Church Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	226504
<b>Inspection date</b>	25 September 2007
<b>Inspector</b>	Sally Elizabeth Lee
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<b>Registered person</b>	Whetstone Baptist Church 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 good.

### WHAT SORT OF SETTING IS IT?

The Whetstone Baptist Church Playgroup was originally registered in 1976 and operates from church rooms located in the Baptist Church in Whetstone, Leicestershire. The setting serves the local community and the surrounding rural villages and is open every weekday morning and two afternoons, during term time. The playgroup opens from 09:00 to 11:30 from Monday to Friday and from 12:30 to 15:00 on Mondays and Wednesdays. Children can attend for a variety of sessions.

Children use the two group rooms, the main hall, toilet facilities and an adjacent manse garden for outdoor play. The playgroup is registered to care for 30 children under eight years. There are currently 49 children on roll, aged from two to five years. This includes 35 who receive funded nursery education. The group have experience of providing care for children with learning difficulties and/or disabilities. There are currently no children attending who speak English as an additional language.

There are eight staff who work with the children, all of whom hold an appropriate early years qualification. The setting receives support from a mentor teacher from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children stay healthy because there are clear daily routines in the pre-school which encourage them to wash their hands after toileting and before eating. They understand that they do this to 'get rid of the germs' because 'we don't want them in our tummies'. Staff set a good example by ensuring the setting is clean and tidy and the tables are cleaned with an anti-bacterial cleanser before snack time. They provide liquid soap and paper towels to enable children to wash their hands and personal independence is encouraged. Any accidents children may have are carefully recorded and parents are asked to sign the accident record and there are clear procedures in place to record any medication administered. This keeps parents well informed of these aspects of their child's care.

Children enjoy snack time when they sit together and have a drink of milk and a healthy snack. They particularly enjoy the raisins, but also have opportunities to try the toast, fruit and vegetables provided on different days. Children learn about making healthy choices from the discussions at snack time and during the topic on 'How We Have Grown'. Any special dietary needs children may have are recorded before care begins and staff are careful to ensure these needs are met.

Children enjoy physical activity. They thoroughly enjoy pulling, pushing and pedalling the wheeled toys in the hall and playing parachute games. They eagerly participate in the action rhymes and songs and move imaginatively to music as they become 'seeds' and 'grow' after the sun and rainfall. They are learning to manipulate a broad range of tools and equipment in their daily play in the sand, playdough and graphics area.

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

The provision is good.

Children are cared for in premises which are well-lit, ventilated and well-maintained. The staff ensure there is a welcoming atmosphere for children and parents and activities are set out ready for the children at the start of the session. All the necessary facilities to provide care and education for children are provided and the large church hall provides opportunities for large physical play.

Children play experiences are enhanced by the broad range of good quality toys and equipment available to them which support their play and learning. Staff ensure they are all checked regularly for safety and hygiene and any new resources purchased are suitable for the age group and conform to all necessary safety standards.

Children stay safe because there are detailed risk assessments and procedures in place to ensure the premises, equipment and activities are free from hazards. However, there is no written procedure in place for the safe conduct of any outings which has the potential to put children at risk. Staff are vigilant and ensure outside doors are locked and the children are supervised at all times. Children learn to keep themselves safe because staff talk to them in circle time and during the session about why they should not run or leave toys on the floor. The transport topic covered by the children includes work on road safety and the children learn to stop, look and listen at the kerbside. In addition, children practise the fire evacuation procedure regularly to ensure they are protected in case of a fire.

Children are further protected by the suitable child protection procedures which are in place. Staff have a sound knowledge and understanding in this area and are clear that the welfare of the child is their first priority.

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

The provision is good.

Children enjoy their time at the setting. They generally settle well and staff are attentive to new starters. However, staff do not always organise group sessions to meet the needs of all of the children. For example, long group sessions with detailed stories acted out by the children do not meet the needs of the younger children who quickly lose concentration and become bored and disruptive. This impacts on their experiences and the learning of the older children.

Children are busy and active and keen to take part in the activities. They have made good relationships with other children and with the staff and are developing self confidence and independence in their self care, for example, even younger children will access the aprons and put them on when they want to paint. They are confident to choose their own activities and will ask for resources and toys to support their play when appropriate.

### **Nursery Education**

The quality of teaching and learning is good. Children are active, confident learners who are developing high levels of independence in their self care. They contribute willingly at group times and are learning to play co-operatively with other children. They are beginning to show concern for their friends, asking 'Are you alright?' if they fall. Children enjoy making marks with a variety of different media, for example, pencils, crayons, felt tip pens, paint and chalk. They enjoy books and stories and will listen to stories in small and large groups, as well as looking at books for pleasure on their own. They join in known rhymes and songs, eagerly requesting particular favourites.

Children are learning about numbers from the daily routines and activities they take part in. Most children are able to count to nine and some well beyond. They are beginning to use mathematics to solve problems, for example, they count the plastic fruits they have sorted into different colours and count the number of children present, to see how many they are still waiting for. They enjoy counting songs and take turns to become one of the 'Five Little Seeds', working out how many are left when the 'birds' have come and taken one. They learn about volume as they fill and empty the utensils in the sand, water and potting compost and use mathematical language as they experiment with the playdough.

Children enjoy building and making models in the junk modelling area, using different methods to join the boxes, learning when it is better to use glue and when tape. They learn about change and growth in the natural world as they talk about seeds and listen to the story of 'The Enormous Turnip'. They look at the life cycles of frogs and butterflies and think about growth as they watch a baby being bathed and fed. They use their imagination in role play and thoroughly enjoy playing the musical instruments and moving imaginatively to music, listening to the noise of the 'rain' being played on the piano and making sure their 'seed' begins to 'grow'.

Staff have developed good systems for assessing children's progress and planning activities and play opportunities to help them take the next steps in their learning. The effectiveness of the activities is well evaluated by staff to help them to improve the quality of the learning experiences provided. Staff organise resources well to ensure children can access the activities

and resources independently. However, organisation of time within the sessions does not allow for long periods of time for children to re-visit activities and further their play thus developing concentration. Children spend periods of time tidying away and preparing for snack and circle time during which they become bored and restless and this limits the effectiveness of the nursery education sessions. Furthermore, children do not have regular access to outdoor play. Little use is made of the outdoor area and this restricts children's learning and overall experiences within the setting. However, staff are skilled at supporting children and using questioning to further their learning and this enables children to achieve and they show immense pride in their achievements.

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

The provision is satisfactory.

Children have their individual needs met because staff work closely with their parents before care begins to discuss and record information about their child. Staff are respectful to the children and their parents and encourage the children to show respect for one another. Children learn about the wider world from the satisfactory range of resources available to them which promote positive images of culture, gender and disability and from the festivals they learn about throughout the year. Children's social, moral, spiritual and cultural development is fostered.

Currently there are no children attending the pre-school who have learning difficulties and/or disabilities or for whom English is an additional language but staff have past experience and ensure they work with parents and other professionals to meet each child's needs.

Children generally behave well at the setting. Staff are polite and respectful to each other and the children and provide good role models for them. Children are encouraged to share and take turns in the daily activities and games and any disputes are quickly and quietly mediated by staff. Children are encouraged to say 'please' and 'thank you' and are learning the difference between right and wrong from the explanations given to them by the staff and by the gentle reminders and pictures displayed in the setting. Generally behaviour is good.

Partnership with parents and carers is satisfactory. Parents receive good initial information about the setting which includes the policies and procedures which govern the working practices of the pre-school as well as brief information about the curriculum. Staff are welcoming to parents and although there is no formal way of sharing children's progress with parents, they are encouraged to talk to the staff at any time. Termly newsletters inform parents of any important forthcoming events and topics their child will be involved in. However, there are no systems in place to involve parents in their children's learning and this affects the partnership with parents and, consequently, children's overall progress. Parents are very positive about the setting and value the friendly and welcoming staff. They are confident and relaxed in the setting.

### **Organisation**

The organisation is good.

The strong recruitment and vetting procedure in place in the setting ensures the staff have the appropriate skills and qualifications to care for children. The staff group work very well as a team and clearly have the welfare of the children as their first priority. Staff enjoy the company of the children and are keen to develop their skills and undertake regularly training. The key

worker system in operation throughout the pre-school ensures children and their parents have a familiar face to respond to and liaise with.

The management committee oversee the setting and meet regularly to ensure everything is running smoothly. They offer support and encouragement to the staff. The manager works within the pre-school with the children at least three sessions a week and this ensures she is able to monitor the standards of the nursery education. She is involved in all the staff and planning meetings and staff are encouraged to evaluate their own practice in order to improve standards within the setting. Support from the teacher mentor from the local authority is valued. There are good links in place with local schools. Leadership and management is good.

All the necessary documentation is kept in an efficient and appropriate manner and the policies and procedures which underpin the running of the group are carried out in practice. Overall the provision meets the needs of the range of children for whom it provides.

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

At the last inspection the setting was asked to conduct full risk assessments of the premises and develop staff's knowledge and understanding of safety issues. Children are now protected because there are clear risk assessments in place which are updated regularly and staff have a better knowledge of safety. They were also asked to devise and make available to parents and staff an equal opportunities policy, child protection policy and complaints procedure, to include all necessary information. Children and parents benefit because this has been done and staff have developed their knowledge of these issues, together with their understanding of the Code of Practice for the identification and assessment of special educational needs.

In addition, the setting was asked to ensure children have access to drinking water at all times and that all children are allocated to a key worker. Children benefit because this is now being done.

### **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):

- organise group times to meet children's individual needs and promote their welfare
- devise and implement procedures for the safe conduct of any outings.

### **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):

- organise space, time and resources to allow children time to develop and re-visit their play experiences and to increase use of the outdoor area
- introduce ways of encouraging parents to become involved in their children's learning.

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