



Outwood Pre School Playgroup

Inspection report for early years provision

Unique Reference Number	501039
Inspection date	12 July 2005
Inspector	Ingrid Pine
Setting Address	560 Leeds Road, Outwood, Wakefield, West Yorkshire, WF1 2DT
Telephone number	01924825688
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Registered person	Outwood 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?

Outwood Playgroup is a voluntary group. It opened in 1965 and operates from a church hall in Outwood, a village between Wakefield and Leeds. There is an area to the rear of the building suitable for outdoor play.

The group serves the local community and surrounding areas. A maximum of 24 children may attend the playgroup at any one time. The playgroup is open each weekday during term time from 09.15 to 11.45.

There are currently 54 children aged from 2 years to 4 years on roll. Of these, 3 children receive funding for nursery education.

The playgroup employs six staff. Five of these, including the manager, hold appropriate early years qualifications.

The group is a member of the Pre-School Learning Alliance and receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about the importance of good personal hygiene through well planned, consistent and clearly explained daily routines. For example, they know that they have to wash their hands after using the toilet, before eating and after messy activities. They are provided with liquid soap and individual paper towels. There are booster steps in place to encourage children to be independent even though they are not able to access the toilet by themselves for security reasons. Staff have a good awareness of hygiene. They have good personal hand washing routines and ensure the drinks table is regularly cleaned with anti-bacterial fluid.

Children begin to show a satisfactory awareness of healthy eating practices as the staff plan and provide topics on healthy eating, for example tasting fruit and baking. However, they are not offered healthy snacks as an alternative to biscuits on a regular basis. They have continuous access to drinks and staff ensure that during hot weather they are offered extra supplies.

Children experience a very good and varied range of indoor and outdoor activities which support and help to develop their physical skills and understanding of keeping fit. Children enjoy the freedom of the large open grassed area and run and chase each other vigorously. Staff are good role models and encourage children to kick footballs and play games such as 'Ring-a-roses' and 'What time is it Mr Wolf?'. They learn balance and control as they use the climbing frame and slide and learn to manoeuvre wheeled toys such as bikes and prams. Children develop their fine motor skills as they competently use a wide range of small equipment such as scissors, paint brushes, glue sticks, pens and pencils.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a clean and well maintained environment which is effectively organised to enable them to move safely and freely. They can safely self-select high quality resources which are stored and set out at child height for easy access.

Staff ensure that children are cared for in a safe environment. For example, there are effective security systems in place to ensure that no-one can enter the building

undetected during playgroup sessions and all visitors have their identification checked. Children develop a good awareness of keeping themselves safe as they regularly practice fire drills and help to tidy up after themselves so that they do not trip up over toys.

Staff's high awareness of issues relating to sun burn and the provision of appropriate resources ensure that children are kept free from harm in hot weather. For example, they use a parasol and encourage children to sit in the shade for refreshments. There is an expectation that parents provide hats and make sure their children use sun tan cream. However, staff have extra supplies of both to ensure children are kept safe in the sun.

Children are well protected from possible abuse or neglect. Staff are fully aware of the types of abuse and the signs to look for and they have a good understanding of the appropriate procedures to follow.

There are sufficient members of staff who hold a first aid certificate and there are appropriate procedures and documentation in place to ensure children's welfare is safeguarded.

Children are well protected from possible abuse or neglect. Staff have attended training and have high awareness of all types of abuse and the signs to look for. There are appropriate vetting and employment procedures in place to ensure that only suitable staff are employed to care for children and students are supervised at all times.

Helping children achieve well and enjoy what they do

The provision is good.

Children's independence is well promoted through a variety of opportunities. They move around freely, accessing toys and play equipment, helping to give out the snacks and managing their own personal hygiene. Most children are fully involved in a wide range of enjoyable activities, which develop their mathematical thinking, imagination, language and creative development. For example, by using sand, water, role play, construction, singing, arts and crafts. They are very happy and settled and are keen to communicate with staff. They enthusiastically show them things they have done and talk to them about their own familiar experiences. Staff know the children well and they build up very close and warm relationships with them. There are effective strategies in place to manage behaviour and staff act as good role models. Children's self esteem is fostered as staff give them lots of praise and encouragement and value their work which is displayed on the walls. Children mostly play very well together, they learn to share and have respect for each others feelings.

Nursery Education:

The quality of teaching and learning is good. Staff have attended training on the foundation stage and competently put this into practice. They show good knowledge of the foundation stage and provide a wide range of activities and experiences to cover all areas of children's learning. Planning is flexible, clear and covers all areas

of learning in the curriculum. Detailed planning for focused activities ensures clear learning intentions are identified for children. Children's own profiles record their achievements and the next stages of their learning.

The room is well organised and resources are attractively set out to stimulate children's interest in learning. Staff use open questions to effectively promote children's thinking and resources are generally well used.

Three year old children are secure and leave their carers with confidence and eagerly choose their own activities. Three year old children communicate confidently and clearly. They are keen to share familiar and personal experiences with staff and each other. They play independently and are comfortable in small group situations. During large group activities such as registration and singing their attention is limited and they show signs of boredom and disinterest.

Children show an obvious love of books, accessing them independently from a well resourced book area. They are content to look at books on their own and handle them correctly and with care, showing that they understand that print carries meaning. They listen attentively to stories in small groups and enjoy sitting with an adult, looking at pictures and discussing the different characters and aspects of the book.

Children show good interest in the world in which they live and begin to comment and ask questions about the outside world, discussing with staff where the buses on the main road outside the playgroup are going. They enjoy hunting for spiders and snails in the old walls around the playgroup grounds. They plant and grow their own seeds and potatoes, ensuring they are watered in hot weather and discussing how much they have grown. They like to look over the wall at a nearby garden which is full of vegetables and relate it to the story of Peter Rabbit. They enjoy using all their senses to explore a wide range of different materials including water, dough, collage and through tasting and smelling activities. Children are developing a good understanding of modern technology as they play confidently with telephones, microwaves and a till in the role play area. They also have regular access to a computer and are developing their skills in using the mouse and keyboard. They learn to build and join materials when creating large models in box craft sessions. Staff plan topics on different cultural festivals so that children develop an understanding of their own customs and those of the wider world.

Three year olds count competently and reliably to five and older ones are able to count up to seven and beyond. Older children understand and use number names accurately when describing how old they are. They develop their calculation skills well through a variety of activities including baking, singing and playing with dough. Children confidently name shapes and identify other shapes around the room that are the same.

Children's imagination is fostered by staff who enthusiastically join in with children when they make up imaginary games and re-enact familiar stories such as 'The Three Little Pigs'. They develop their creative skills through well planned activities including collage, music, dough and painting.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals. Their personal social and emotional needs are well fostered by staff who know them well. There are effective arrangements in place to care for children with special educational needs which include liaison with parents and other agencies as and when necessary.

There are effective strategies for behaviour management in place. Children begin to understand right and wrong through the consistent boundaries and age appropriate methods used by staff to manage behaviour including explanation, distraction and time out. Staff are good role models and this ensures that children develop an understanding of respect and concern for others. They learn to share, take turns and begin to accept the needs of others. Children demonstrate a concern for others. For example, they offer gifts they have made to make an injured child feel better and are willing to share their own personal cuddly toy to help soothe them.

Partnership with parents and carers is good. Children benefit from effective information sharing with parents through newsletters, daily chats and detailed notice boards. Extensive information on the foundation stage curriculum is available for parents and this helps them to be involved in children's learning and to make decisions regarding their care and education. The setting fosters children's spiritual, moral, social and cultural development well.

Organisation

The organisation is satisfactory.

The environment is well organised, staff know their roles and responsibilities and effectively implement routines to give children a broad range of experiences. Children feel secure and confident. They benefit from good deployment of staff, who consistently interact with them and provide effective support and encouragement. Children are kept safe and healthy as staff attend and up date training whenever possible.

The leadership and management of the nursery education is satisfactory. Staff have attended foundation stage training and are involved in planning for the curriculum to help children develop in all areas. A well established staff team works well together and they discuss their own abilities and the strengths and weaknesses of the playgroup regularly at team meetings. However, as yet there are no formal evaluations of staff performance or appraisals.

The setting meets the needs of all children who attend.

Improvements since the last inspection

At the last inspection the playgroup were asked to clarify wording in documentation relating to emergency medical advice or treatment and develop a system for ensuring

safety and cleanliness of toys and equipment. They were also requested to obtain information relating to the local Area Child Protection Committee procedures and review their child protection policy to include the procedure to follow if an allegation is made against a staff member.

Documentation relating to emergency medical advice or treatment has been upgraded and now has a clear statement regarding written parental permission. There is documentation in place which clearly indicates that toys and equipment are regularly risk assessed. Details of Area Child Protection Committee procedures are available and the group's child protection policy has been amended to ensure that playgroup employees are aware of the procedures regarding an allegation against a staff member.

Complaints since the last inspection

There are no complaints to report.

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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):

- provide healthy choices at snack time
- ensure group sessions and activities are organised to meet the needs of all children.

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 a system for staff appraisals.

Any complaints about the inspection or the report should be made following the

procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website:
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