

# Christ Church School Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	309271
<b>Inspection date</b>	08 January 2008
<b>Inspector</b>	Ferroza Saiyed
<b>Setting Address</b>	Playgroup Building, Christ Church C of E Primary School, Derwent Road, Lancaster, Lancashire, LA1 3ES
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<b>E-mail</b>	
<b>Registered person</b>	The Trustees of Christ Church School Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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 satisfactory. 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?

Christ Church Playgroup opened in 1966. It operates from two rooms in a self-contained building situated in the grounds of Christ Church school in Lancaster. It serves the local area. A maximum of 20 children may attend the pre-school at any one time. It operates from 9.00 to 11.30 on Monday and 9.00 to 11.30 and 12.30 to 15.00 from Tuesday to Friday, term times only. Children attend for a variety of sessions.

There are currently 33 children aged from two to under five years on roll. Of these, 14 receive funding for nursery education. The pre-school supports children with learning difficulties or disabilities. There is one child attending for whom English is an additional language.

The committee employs six members of staff including the two joint supervisors. Five staff hold appropriate early years qualification and one member of staff is working towards a qualification.

The pre-school is a member of the Pre-school Learning Alliance and receives support from the Local Authority teacher team.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children's health is satisfactorily promoted as staff support and encourage them through daily routines. Children understand simple good health and hygiene practices, such as washing their hands before snack time and after using the toilet. Staff maintain a clean environment as they involve the children in tasks that prevent any cross-contamination or infection. Children's healthcare needs are appropriately met as all health policies and procedures are followed. Medical needs are attended through consent from parents to seek emergency medical treatment and accident records are always signed by parents.

Children are nourished and are provided with a drink and snacks. Children's food preferences are acknowledged and staff are aware of any special dietary requirements. Children enjoy healthy snacks such as fruits, porridge and raisins. They enjoy the positive social occasion with their friends. Children are not given the opportunity to monitor their own needs for a drink when thirsty, because drinking water is not readily accessible to them during the session.

Children move with control and good coordination during physical activities. They are developing their physical skills and some children competently negotiate around the area, when they ride tricycles and pedal cars. They steer and swerve with ease showing an awareness of others around them, preventing collisions, while laughing and giggling. However, there is lack of planning and access to large climbing equipment to sufficiently challenge children's large motor skills. Children handle tools, objects, construction and malleable materials safely with increasing control.

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

The provision is satisfactory.

Children are cared for in welcoming and safe indoor and outdoor environments. These are planned to meet their needs by having areas of continuous provision, for example, sand, free painting and role play. They make choices from suitable and safe equipment including messy play, dressing up and construction. Parents and children are warmly welcomed into the pre-school.

All the required safety features are available and the security of the premises is appropriate, therefore, preventing any unauthorised entry and ensuring children do not wander from the premises. There is sufficient space for the number of children who attend. Children are beginning to take responsibility for their own safety because the staff remind them to be careful, to avoid running and to tidy up. Fire evacuation procedure is practised regularly and therefore, children have an understanding of emergency evacuation.

Children's welfare is sufficiently protected because key staff have an understanding of child protection issues with written procedures to follow if there are any concerns about a child. However, the policy is not shared with parents which compromises children's welfare.

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

The provision is satisfactory.

Children enjoy and achieve as they follow a daily routine and participate in activities and experiences to support their learning and development. Children know when it is free play, snack time and tidy up time and show they are comfortable and confident within the day's routine through chatting and smiling. Children play creatively and imaginatively without needing too much adult attention. They play with cars, make shapes from play dough, play in the sand tray and water. Children concentrate and are interested in what is available. They spend some time in the home corner, enjoying role-play and they enjoy dressing up in various costumes. Staff support children well during activities and place themselves at tables. Positive interaction is evident as children approach staff with confidence and staff show genuine care, helping children to feel good about themselves.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Overall, children are making satisfactory progress as staff have some understanding of the Foundation Stage. Staff plan a variety of activities that support learning. Plans are suitable, however, the evaluations for the focused activities lacks detail and staff miss the opportunity to develop children's knowledge. There are procedures in place for assessing and recording the children's progress. Informal notes and observations are transferred into children's assessment profiles. Although some information is recorded, it is not always accurate or used well to plan and establish the next steps of learning. Some staff use questioning techniques to check out what children know and are learning. However, there are missed opportunities during free play and adult-led activities for children to develop key skills and for more able children to be challenged, for example, during snack times and during adult directed activities.

Children develop their independence as they self-select their snack, wash their hands and help with the tidying up tasks. They sit and listen during story time and show respect and care for each other as they wait for their snack and take turns at using the glue, glitter, decorations and cutters. Children support each other during role-play, they make food for each other. Children enjoy positive relationships as they play purposefully and approach staff with confidence. Children are confident in expressing their needs as they ask for the toilet and talk about themselves and their families. Some children make marks for a purpose, one child tried to write a letter to a friend. Children use their language skills and enjoy talking to each other, constantly chattering about their play, and expressing their ideas as they ask 'how', 'what' and 'why' questions of the staff. Their thinking skills are suitably promoted when listening to a story. They delight in using the computer and show good control of the mouse.

Children enjoy using their exploration and investigative skills as they handle malleable materials. They develop their creativity as they make glitter pictures and explore textured materials to make their creations. Some children show a confidence in numbers and can count to seven and beyond. They are confident about size, shapes and colours. Children develop a sense of community and a sense of time and place as they learn about different cultures and family lifestyles. Photographic evidence shows children celebrating a range of festivals. Children are confident in expressing their needs as they ask for play materials and talk about themselves, their families and things that matter to them.

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

The provision is satisfactory.

All children are welcomed into the setting and are valued and respected because the staff ensure that all are included by adapting activities so that they can take part. They learn about diversity and the wider world as they celebrate their own and the festivals of others. They play with toys and equipment that reflect the differences of people on a daily basis. There are appropriate systems in place to provide for children with learning difficulties and disabilities.

Staff set boundaries and guidelines which enable children to take responsibility for their own behaviour, taking into account the age and stage of development of the child. Children are learning to take responsibility for their own behaviour because the staff follow positive and appropriate strategies for helping children learn to manage their behaviour. Such as the use of praise to reinforce good behaviour and because staff act as good role models. Children use manners, which are actively encouraged by staff at every opportunity and they act courteously towards their peers, adults and visitors. The behaviour of children is good. They accept and work with age appropriate strategies, praise and encouragement which promotes positive behaviour and develops their confidence and self-esteem. They learn to take turns and share.

The partnership with parents and carers is satisfactory. Children's individual needs are suitably met because of the good relationships which have been established with parents. Most information is shared verbally, information about the Foundation Stage is limited and parents are informed verbally about their child's learning. There is no formal system for sharing with parents where they can contribute their assessment of children's learning at home. Staff meet with parents informally to share progress. In discussion and from the questionnaires parents speak very highly of the pre-school and of the caring and friendly staff.

Children's spiritual, moral, social and cultural development is fostered. They enjoy positive relationships with each other and staff. They play purposefully together, approach staff with confidence and are sensitive to other's needs. For example, they help and support each other during play. They are learning about the community and other cultures as they engage in activities to promote their understanding.

## **Organisation**

The organisation is satisfactory.

Children benefit from an environment and practice that is adequately organised to meet children's needs. A key worker system has been developed. Staff deployment, ratios, supervision and procedures ensure children are safe, secure and can play and learn in a child centred environment. There is continuity of care and some staff have worked alongside each other for many years and work very well as a team. Documentation is organised in the main, however, some documents lack detail and some are not too hand. For example, the risk assessment, and policies and procedures are not all linked to all aspects of pre-school practice. Records are stored safely and securely and promote confidentiality.

The leadership and management of the setting is satisfactory. Some areas of management and leadership are weak. For example, there are no systems in place to monitor the quality of teaching and learning. Therefore, children do not reach their potential. The supervisors are very keen and are responsive to feedback given regarding the practice. Staff intend to ensure that the provision provides quality experiences for the children. Staff are actively involved in

decision making, which contributes to a varied educational programme that meets the needs of children.

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

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

At the last inspection, the provision was asked to ensure the child protection procedure reflected current practices; to ensure toys and resources are available to children and maintained; to implement a system for observation and recording children's progress and to keep records of the times of arrival and departure for staff and visitors.

The provider has revised the child protection procedure to reflect local guidance; children are able to access resources easily as these are now stored on low level shelves and well maintained; records of staff and visitors attending the pre-school are now accurately recorded and a system has been implemented to observe and record children's progress. However, a recommendation has been made in this inspection because there are significant weakness in the system.

Due to the recommendations addressed, children's learning and well-being have been enhanced.

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

Since April 2004, 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 satisfactory. 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):

- make drinking water available at all times
- ensure child protection policy is shared with parents
- provide a more organised approach to the keeping of records; ensure the policies and procedures are linked to pre-school practice; implement a more detailed system to review and evaluate all aspects of both the management and organisation of the setting and records are available for inspection any time (also applies to Nursery Education).

## **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):

- provide large scale climbing apparatus to promote children's physical development and skills
- establish a system for sharing children's progress and achievements so parents can contribute to their child's development
- review the systems for identifying children's individual learning needs; improve the assessment of individual children and the evaluation of activities to ensure the link with the stepping stones is reflected in future planning to enable children to take the next steps in their learning
- improve the system to monitor and evaluate the quality of the education and teaching provided so that it clearly and effectively identifies the areas for improvement.

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)