

# Christ Church Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	226199
<b>Inspection date</b>	26 November 2007
<b>Inspector</b>	Patricia Bowler
<b>Setting Address</b>	Christ Church Hall, London Road, Coalville, Leicestershire, LE67 3JA
<b>Telephone number</b>	01530 810138
<b>E-mail</b>	
<b>Registered person</b>	Community Pre-Schools
<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?

Christ Church Playgroup is one of three playgroups run by Community Pre-Schools. It opened in 2001 and operates from three rooms in the Christ Church community centre in Coalville, Leicestershire. A maximum of 26 children may attend the setting at any one time. The playgroup is open each weekday from 09.30 to 12.00 during term time. All children share access to a secure enclosed outdoor play area.

There are currently 28 children aged from three months to under five years on roll. Of these, 18 children receive funding for early education.

The playgroup employs four members of staff, all of whom hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is satisfactory.

Children are protected from infection through consistent daily routines. Most are effectively implemented by staff who have an underpinning knowledge of health and hygiene issues, supported through clear policies to support children's health. However, good practice is not maintained prior to snack time when children use a bowl of shared water to wash their hands posing a risk of cross-infection.

All areas accessed by children are clean and well maintained. Children are becoming independent in their personal care as they are supervised to use the facilities and talk knowledgeably about hand washing to remove germs following toilet use.

Parents are kept informed about health issues, sickness and accidents through good recording systems, and regularly updated information ensures they can be contacted in an emergency. Staff are trained in first aid and a fully stocked first aid kit ensures children receive appropriate care.

Positive attitudes to exercise are encouraged as children benefit from regular physical activities. A climbing frame with a slide attachment enables them to develop control of their bodies, developing their coordination. They enjoy a group activity with the parachute and laugh gleefully as they toss balls and feathers discussing heavy and light as the balls fall and the feathers float. Children operate a compact disc player as they dance and follow instructions for a number of action songs and delight as staff join in laughing at the exaggerated movements. A newly established outside play area allows them to experience activities outside and opportunities to explore the natural environment. This links successfully as they discuss a theme about hibernation and seasonal changes.

Well-planned themes enable children to develop an awareness of their growth and development. 'All about me', the theme for this term, includes activities to promote personal hygiene and healthy foods. Children enjoy a 'Healthy foods' activity where they peel, cut and taste a range of fruits including, apples, oranges, pears and grapefruits. They recognise different levels of sweet and sour clearly indicating and stating their preferences.

Children enjoy various foods at snack time, which is taken together as children sit at tables in small groups. A child clearly and confidently announces 'the café is open' when preparations are complete. Two children are selected to help with snack preparation. They help to fill the jugs and lay the tables as the remainder of the children enjoy a group discussion or story. A five week menu plan is followed and children enjoy cereal with milk which they pour independently from covered jugs. They choose between milk and water to drink and pour this into brightly coloured beakers. A staff member eats with each group of children, acting as a positive role model to children as they develop dexterity in their use of cutlery. Children engage in lively conversations about the foods provided and their likes and dislikes. Children show high levels of independence as they place their crockery in a bowl when they have finished.

Water is available for children to access as they require throughout the session.

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

The provision is good.

Diligent policies, procedures and routines, where risks are substantially minimised, provide children with a safe and secure environment in which to play. Staff attend and cascade health and safety training and good practice to maintain children's safety. Robust risk assessments ensure all areas used by children are safe, including the outside play area and any venues visited on outings. Parents sign their children in and out of the setting and good systems for arrival and departure ensure the safe transfer of care. Parents are required to inform staff if other persons are collecting children, to maintain their safety, and passwords are established to ensure children are released into the care of known adults.

Close attention is given to the structure and presentation of activities to ensure children can move around freely and independently as they play. They use good quality equipment which is systematically checked to ensure it is safe for purpose, age and is developmentally appropriate. A cordoned section of the room provides a safe area for babies and younger children and close attention is given to ensure equipment and resources do not pose a hazard as they progress into the main area with older children. Appropriate adult to child ratios are maintained to further promote their safety. Staff have a good understanding of encouraging children to be independent whilst setting safe limits, to develop awareness of their safety. For example, children talk eagerly about a recent activity where they built an indoor fire to celebrate Bonfire Night. They stood on chairs and tables to place materials 'on the top because it was bigger than us'. Photographic evidence denotes high staff levels supporting children to ensure their safety in this activity. They use safety nails and hammers as they make nesting boxes for the birds. They know to hold the nails at the base and 'to bang gently so we don't hit our fingers'.

Emphasis is given to helping children to understand how to keep themselves safe as they remind each other to take care as they walk instead of running within the setting. A group of three children make an active decision to play at the dough table rather than join a group activity as they respond to gentle reminders from adults about running within the setting. Children take part in regular emergency evacuation practises and walk carefully to meet at the designated meeting point. They discuss which door they use, 'because it's away from the kitchen'. Clear arrangements are established if they are unable to return to the premises so that children can be cared for safely until collected by parents. Outings into the local community help them develop awareness of road safety and they know to look and listen to remain safe whilst crossing roads.

Staff have sound understanding of child protection issues, including the referral process. The policy is comprehensive and clear and is shared with parents to ensure they are fully informed about staff roles and responsibilities to protect children from harm.

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

The provision is good.

Children's progress is effectively planned, using the 'Birth to three matters' framework, successfully incorporated into the Foundation Stage planning. Close and caring relationships are established with staff to increase children's sense of trust and self-worth. They benefit from the visually stimulating environment, with pictures, posters and displays to extend and support their development. Children develop positive interactions with peers as they are supported in acquiring skills to negotiate and take turns as they play.

## Nursery Education

The quality of teaching and learning is good. Varied activities meet the needs of individual children well, in a stimulating and welcoming environment which reflects their backgrounds and the wider community. However, the organisation of some table activities provides them with insufficient space to enjoy these fully. For example, space at the collage activity to cover their boxes with seeds, sawdust and wood shavings and the present wrapping activity, although very well resourced left little room for their boxes and to estimate how much paper is required to wrap their chosen box. Children's behaviour is managed extremely well as staff skilfully implement a positive behaviour policy to create a harmonious environment. Innovative teaching methods and rigorous assessments support children's development and the information gained is used effectively to guide the planning. Good use of time and diligent monitoring procedures enable staff to maintain good standards of teaching. Staff are very skilled in encouraging children's communication and language using open questions and soft toys which allow children to express their thoughts. Children talk very well to each other and staff as they develop listening and conversational skills.

Children make good progress because they are recognised as unique individuals. Time at registration is made to welcome children, as they respond to an individual greeting gaining confidence and self-esteem as they reply to staff. Children sit well in large groups as they join in discussions about current themes and special events. They listen to adults talking about hibernation and migration, joining in as they refer to geese also flying away. Themed activities continue to promote their awareness as they make nests, using bedding materials and feathers for animals at the small world play. They make beds in the converted climbing frame den and engage in conversations about different animals including mice and chinchillas. Much excitement is shared following the recent event to switch on the town's Christmas lights. Children talk about the reindeer and Santa and their own thoughts and feelings about the coming celebrations.

A wide range of varied and stimulating activities captivate children's imaginations and challenge their thoughts. Some children show emergent writing, as they sign themselves into the setting and they recognise their names as they self-register with name cards. They find their name cards again at snack time to further develop their recognition skills. Children count in everyday situations using early calculation to decide how many more cups and spoons are needed as they help to prepare for snack time. Counting games, including large floor dominoes help children to count and colour match as they play in small groups.

Children listen intently to excellently narrated stories and eagerly join in action songs anticipating outcomes in familiar songs. They giggle delightfully as a staff member joins them when dancing to recorded music. Children operate the compact disc player themselves and follow narrated instructions. They enjoy hopping, skipping and flying like butterflies. Children learn about positional language as they engage enthusiastically in a physical activity using the parachute. They shake balls and feathers as they talk about heavy and light watching as the feathers float in the air.

Children engage in a range of creative activities to experience different textures. They use a range of medium including paint, glue, felt pens and crayons. They mix paint in a hand printing activity and combine two colours to make another one. Children know that red and blue make purple and yellow and blue make green. They gleefully rub paint on their hands to produce the mixed colours before transferring their prints to paper.

Personal, social and emotional development is a strong element. Children are very determined in their personal care. They know to wear aprons for creative activities and persevere to put these on independently only requesting help to secure back fastenings. They are highly motivated and enthusiastic as they make active choices about their play. Children are sensitively supported in gaining high levels of self-control. They have an excellent awareness of right and wrong in line with their stage of development. Effective intervention from staff enables them to negotiate and become sensitive and respectful in their interaction with others. Overall, children make good progress in their levels of achievement.

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

The provision is good.

Children benefit from a clear equal opportunities policy which works well in practice. Individual needs are discussed and recorded on detailed children's records to ensure their specific needs are met well. A strong commitment from staff ensures the inclusion of every child and they work collaboratively with parents and other agencies to meet children's individual needs. Children engage in new and exciting activities to enhance their awareness of the wider community as they celebrate cultural and religious festivals and play with resources to promote positive images of diversity. They gain confidence and self-esteem as staff foster children's sense of belonging through sensitive recognition of their achievements, praising their efforts and offering cuddles and hugs.

Children gain high levels of self-control as they follow consistent methods and boundaries to increase their understanding of right from wrong. They follow simple rules to gain understanding about sharing and taking turns and older children show care and concern for younger children as they include them in their play. Children know when it is time to tidy away as they are given a verbal prompt by staff that this time is approaching. This enables them to bring to a close any activities that they are involved in before ably assisting with this task. They use the brush and dustpan to help sweep the floor, take turns to set the tables for snack time and respond to requests to gather resources together. Children follow simple directions as they fetch pens and ask other staff for various items to support activities gaining in confidence. Children respond extremely well to staff's use of praise and encouragement to promote a harmonious atmosphere based on positive contribution.

Partnership with parents and carers is good. A comprehensive prospectus provides detailed information about the group and gives them an understanding about policies and working practice. Children receive consistent care in line with parental wishes. They are actively involved in the initial assessment to clearly identify what children can do when they become eligible for early education funding. This means that valuable information about what their children can do at home is included in their records.

Regular meetings with key workers ensure they are kept informed about children's progress and development. Partnerships are further enhanced as staff engage in informal discussions as children arrive and are collected.

A complaints policy is established with clear information to instigate this and parents are aware of the process. Monthly newsletters keep them fully informed of new legislation and information about the setting, including forthcoming events and themes. Positive links are established with a very well-organised book lending system, information about how they can support their children's progress at home, a voluntary parent helper rota and invitation to special events.

Children's spiritual, moral, social and cultural development is fostered as children have extensive opportunities to learn about themselves, each other and the world around them. They learn about other cultures and beliefs through planned topics and enjoy books and activities to promote their awareness of differences.

## **Organisation**

The organisation is good.

Robust procedures for recruitment and employment are implemented and maintained. Procedures ensure children are cared for by qualified and experienced staff suitable for their role. Robust procedures are carried out to ensure children are protected from non-vetted persons, as visitors are not left alone with children and new staff are supervised during the vetting procedure. Staff are deployed effectively within the setting to support children's overall care and an effective key worker system ensures their individual needs are met and pertinent information is shared with parents. Clear policies, which are successfully implemented, form a sound foundation to the good quality of care which children receive. Training and development needs are supported as staff attend various courses and events to further enhance their high standards.

Registration systems accurately record children's attendance as parents sign them in and out as they arrive and collect their children. This is further enhanced with a warm greeting to each child during the registration period.

All required documentation that contributes to children's health, safety and well-being is established and regularly reviewed. Confidentiality is rigorously maintained whilst ensuring parents are well informed and involved in children's care and learning.

Leadership and management is good. Children benefit from a well-organised routine and a range of activities presented in a stimulating environment to maximise play opportunities. They spend their time purposefully as they are supported in their play, learning and development.

The care and education that children receive is supported because staff have a sound understanding of nursery education and a commitment to implement this effectively. The leader is committed to enhancing and developing the setting through her own working practice and supporting attendance at further training. Staff work effectively as a team to identify areas of strength and improvement, and work conscientiously to ensure recording systems to monitor children's progress give clear direction for their ongoing learning and development. Individual learning outcomes are incorporated into the planning to ensure each child is highly valued and consequently make good progress towards the early learning goals.

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 required to ensure that the daily records of attendance are kept accurately with regard to arrival and departure times, to ensure that electrical sockets are made safe, within additional rooms intended for use, to ensure that there is a member of staff present during each session with a recognised First Aid Certificate, to ensure that accidents records include staff signature, to ensure that records are kept of the adults who intend to collect children, to ensure that Fire Certificate is made available, to review the child protection procedure to comply with current legislation, to ensure risk assessment is maintained and to implement a procedure to be followed in the event of a child being lost.

The setting has worked diligently to establish clear written policies and procedures to ensure that all areas accessed by children are fully assessed to minimise any risk to children so they can access these safely. A minimum of two staff, qualified in first aid are present to ensure any accidents are managed and children receive appropriate care. Clear records are maintained of those involved in any action taken including those recording any accidents. Robust arrangements are established to ensure children are collected by known adults with agreed passwords established when these are not known to staff. Appropriate safety documents are displayed within the community centre or can be obtained from centre staff if necessary. A clear policy is established in line with Local Safeguarding Children's Board procedures, known to all staff who are able to put into practice if necessary. A policy has been established to be followed in the event of a child becoming lost.

### **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.

## **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 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):

- ensure that staff are informed and aware of the importance of good hygiene practice in order to prevent the spread of infection.

#### **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):

- improve the organisation of some creative activities to allow space for children to be fully involved and able to create the intended end results.

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)