

Parkway Parent & Child Project

Inspection report for early years provision

Unique Reference Number 107027

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Inspector Yvonne Campbell

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Registered person Parkway Parent & Child Project

Type of inspection Integrated

Type of care 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.

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?

Parkway Parent & Child Project was registered in 1992. The project operates from Parkway Methodist Church in St Werburghs, Bristol. The project offers a wide range of community services to children and their families, including full day care. The project is run by a trustees group which includes parents of the children who attend.

The project offers care from 09.30 to 12.00 Monday to Friday with an optional extension for lunch until 13.30 Monday to Thursday, 13.00 on Friday term time only. Children attend from the local surrounding areas.

There are currently 29 children on roll of whom, 10 receive funding for nursery education. The project provides care for children with learning disabilities and also children who have English as an additional language.

Seven staff work directly with the children on a regular basis, of these, two staff have Level 3 qualifications, including the leader who also has nursing and midwifery training and experience. Two other members of staff have Post Graduate Certificates in Education and another member of staff has a Level 2 child care qualification.

The project works closely with the Early Years Childcare Partnership and has support from a teacher employed by the local authority. Staff also have close links and support from St Wergburgh Children's Centre.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The environment is clean and tidy and children receive ongoing support to develop good personal hygiene. They are supervised by staff as they wash their hands before snack and lunch time and after going to the toilet. Tissues are accessible in the playroom and outdoor and children use them if they need to wipe runny noses. The risk of infection is further reduced as children have an understanding of how germs spread and they know they can pass colds and sneezes on to others. Staff give gentle reminders to children about covering their mouths when coughing. Children are appropriately excluded when unwell to prevent the spread of infection amongst the group

Children's medical needs are met well as there are effective procedures in place to ensure that they have the appropriate care and treatment to prevent them from developing harmful and distressing symptoms. For example, detailed care plans are developed for children who have food allergies. Staff have a clear understanding of the action to take if children with known allergies accidentally ingest food which is harmful to them. They are able to administer medication via the EpiPen injection. Precautions are taken to make sure that children are not harmed by food brought into the group. All parents know that nuts should not be included in their children lunch boxes as staff have informed them by letter. Children have prompt treatment to minor injuries which happen during play as several staff have current first aid certificates and the first aid box is well stocked and accessible for use.

Children enjoy nutritious snacks and packed lunches. They have fresh fruit at snack times and also have cream crackers offered to them. Parents are encouraged to provide food for pack lunches which do not contain high levels of sugar or artificial colouring. Children have sufficient drinks. They are given drinks at snack time. They know they can ask staff if they want more drinks during the session. However, children cannot help themselves to drinks if they become thirsty as the drinking water is not kept on an accessible level.

Children have many opportunities to be outdoors and to enjoy active play. They play on mobile toys such as bikes, scooters and ride on cars in the garden. They build up large muscle strength in their legs as they move the toys forwards and backwards using their feet to control the movements. They also learn to stop to avoid bumping into others. Children are particularly fond of energetic play in a second indoor play room used for physical activities. They coordinate the movements of their arms and legs to climb up the climbing frame before sliding down the slide. Other activities include: obstacle courses when children use a number of physical skills, such as crawling, running and jumping, and dancing to music from different parts of the world.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are calm and contented as they play in the safe and well organised environment. On arrival, their coats are placed on hooks which are accessible to them at child height. There is also a shoe stand. Each child receives a warm personal welcome from staff and they are familiar

with the routine for free play and choose where they want to play. The activities are set out on tables and on floor mats. Children can see clearly what is available and they move around the room exploring the use of the toys and developing imaginative play individually or with others.

Children play with a wide selection of toys and resources appropriate for their age and stage of development. These include toys for imaginative social play, construction and transport toys, art and craft items and a selection of books. Toys are safe for children to use as they are of good quality, purchased from educational suppliers. Toys are checked regularly to ensure that they are not broken and hazardous to children. All items which are donated to the group are checked thoroughly by staff before children play with them.

Children are kept safe on arrival and departure as there are thorough systems in place to ensure they are safely transferred to and from the care of their parents and carers. The main entrance is secure and closed circuit television monitors all callers. Staff check before opening the door. Children cannot leave the playroom unnoticed as a double handles system is in place and this is not accessible at child height. Regular fire drills help children to become aware of the procedure for leaving the building quickly in an emergency. There are well thought through procedures for outings that ensure children's safety. A thorough written risk assessment is completed for each trip and parents are invited to ensure that children have one to one supervisions. Written permission is sought from parents for short walks around the community.

Children's wellbeing is safeguarded and promoted as staff give high priority to keeping children safe from the risk of abuse. They know signs and symptoms which would cause concern and they are aware of the action to take as this is set out in the child protection policy which all staff read and sign. The leader has a clear understanding of the referral procedure and the safeguarding children guidance booklet is accessible for reference.

Helping children achieve well and enjoy what they do

The provision is good.

Children who are new are well cared for and are given time to settle in. Parents are free to stay during the sessions until they know their child is happy to be left with others. Children's needs are met well and they approach staff for a hug if they need to be comforted. Staff help children to be fully involved in play by showing them what is available and asking if they would like to join in the small group activities.

Nursery Education

Teaching and learning are good. Children who have nursery education are well-motivated and enjoy new challenges. On arrival they leave their parents and start to play immediately. They concentrate at self-chosen tasks and activities. For example, one child whilst staying in the company of others, systematically collects a hard hat and a builder's belt with the appropriate tools. He then puts the hat and the belt on and walks around the room proudly. Children work independently as well as in cooperation with others. They form groups spontaneously when they have shared interests such as playing with transport toys or looking at books. They have good relationships with adults who support them and respond generally well to instructions. However, some children who are new to the group are not familiar with the routines and find it difficult to settle for longer more structured whole group activities such as story time and this has an impact on the continuity of other children's learning.

Children speak clearly and confidently to adults and to their peers. They talk about themselves and their families as they play and share experiences of what happens at home. Children enjoy books and handle them carefully. They visit the comfortable book corner often and spend time looking at books. They also select favourite stories and ask the adults to read to them. Children enjoy mark making and hold pencils and crayons correctly. Some children write their names in recognisable letters. Children are learning how to use numbers in everyday situations. They count spontaneously during play. For example they count how many legs the potato spider has and know it should be eight. One child comments that her spider has six legs. They count confidently up to 20. Children also know some shapes such as triangle and square and refer to these meaningfully during conversation.

Children show a strong interest in the environment and in the natural world. They are learning about the season of autumn and collect leaves and acorns for display. Children are curious about the world around them and ask questions about how things happen. For example, a child observes a half moon in the day time sky and asks a member of staff "where does the moon come from?" Children also concentrate for long periods in the construction area and construct various structures and toys using squares and rectangular shapes. They add wheels to some of their creations and explore forward and backward movements by pushing and pulling the toys. Children also explore how transport toys move under their own power. They place them at the top of a ramp and watch and take turns as they roll down the curved ramp.

Staff are very experienced and have a good understanding of teaching methods for young children. They support children during play by engaging them in discussions about what they are doing, give praise and affirm children's efforts. Staff plan appropriate activities to cover the areas of learning in the Foundation Stage. Some activities are developed from children's own interests. For example, when learning about autumn, children share an interest in Halloween and spiders. Staff provide resources for children to create their own colourful spiders which are displayed on a low table for others to see. Story telling is used effectively to promote children's development in several areas for example, counting, listening and speaking. Children also learn about emotions and how to treat others kindly. However, some children who are new to the setting find it difficult to remain focused throughout the activity and the methods used by staff are not effective in limiting the disruption to other children's learning.

Helping children make a positive contribution

The provision is good.

Staff have a positive attitude towards diversity. Children become aware of their own and other cultures through a range of resources and activities. Children have access to books with positive images of culture. They also take part in activities to recognise cultural festivals and celebrations such as Eid. Children are treated as individuals and staff acknowledge and value their differences and preferences. For example, if children do not wish to be involved and want to have quiet time by themselves, they are allowed to do so until they are ready to rejoin the group. Staff are aware of children's different personalities as they have ongoing discussions with parents about how children interact with their families in the home environment. There are good systems in place to support children who have learning disabilities. Staff have a well set out policy and a member of staff is appointed as an inclusion worker. She works closely with parents and professionals when making plans to address children's additional individual needs.

Children behave well and benefit from praise and encouragement given by the adults. They are allowed to express their ideas and give explanation about what they are doing so do not become frustrated. Staff act as good role models and are polite to children and treat each child with

respect. The methods and strategies used to promote acceptable behaviour are outlined in the behaviour management policy and include: building children's self esteem, affirming acceptable behaviour and teaching children about self discipline.

Children's social moral and cultural development is fostered well. They have a sense of right and wrong and are able to challenge unacceptable behaviour in others. For example, they know that it is not right to say hurtful things about others or to take things which do not belong to them. Children have a strong sense their own cultures as this is supported and affirmed by staff. Children from different ethnic backgrounds also see themselves reflected positively in the make up of staff that care for them.

Staff work closely with parents and provide them with regular information about the routines and activities. The large notice board is well presented and has information about the group and staff. Plans and news letters are also displayed. Parents are happy and relaxed in the setting and they spend time sharing information about their children before leaving

Partnership with parents is good. Parents have a clear understanding of the Foundation Stage and they are provided with information about learning topics and aims. There is a regular newsletter and all parents are given a prospectus in the parents' pack. Parents supply resources such as family photos to support learning themes and feel that they are able to contribute to their children's learning. Parents are also invited to share their skills and often give practical demonstrations for children such as cooking or playing an instrument. Parents are kept up to date by regular meetings to discuss their children's progress. A key worker system is in operation and parents know that they can approach the leader or their child's key worker if they have any questions or concerns about their children's learning.

Organisation

The organisation is good.

Children are cared for by a committed and well qualified staff group who have a mixture of social, care and education skills. They work well together and show a strong interest in improving the provision for children and families in the community. Staff regularly update their knowledge by attending appropriate courses. All staff are safe to be in close proximity to children as they have complete Criminal Records checks.

Staff have a clear understanding of their role in supporting children in play and learning. Some staff are deployed to promote structured adult led activities whilst others observe children to keep them safe or play alongside them to support and extend learning. The indoor space is organised well and is a rich learning environment which presents children with many opportunities to explore learning and to have fun. They have sufficient support as the adult to child ratio is maintained at all times. The record of attendance is also strictly maintained. Parents are familiar with the procedure for signing their children in and out. Staff also maintain a separate register. Work documents are well developed and are systematically filed into two working folders which are accessible for reference when required. Parents have copies of the group's policy statement in the parents' pack which is given to all parents who have children who are new to the setting.

Leadership and management are good. The trustees parent group have regular meetings and are fully involved in developing policies. The leader has a clear vision for the work and there are plans for closer links with the children's centre at St Wergburgh Nursery School under the Every Child Matters government initiative. The leader is aware of the strengths and weakness

of the provision. Strengths include the support the setting receives from parents in the community. Weaknesses include, the periodical issues about funding which have resulted in some recent restructuring of the group and the services on offer to the community. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection, staff agreed to recommendations to ensure that they are vigilant in maintaining the safety of children at all times. They also agreed to ensure that strategies used to promote positive behaviour are consistent, particularly at large group times. They further agreed to ensure that the record of attendance show the actual times of arrival and departure of children and visitor.

The procedures for keeping children safe have now improved as children are closely supervised at all times. Staff are deployed in all areas and exchange information about the children they are taking outdoors to play or to the toilet. The whereabouts of each child is known to staff at all times. The strategies used to promote positive behaviour are generally consistent and children respond positively to adult instructions individually and also during small group activities. However, staff have not fully met the recommendation on behaviour as the behaviour of some children who are new to the routine is not always managed effectively during large group activities such as story time. The organisation of records has improved and the record of attendance clearly recorded and show the actual times of the arrival and departure of children.

At the last nursery education inspection staff agreed to improve children's records of assessments so they are clearly linked to the areas of learning and the stepping stones. They also agreed to improve planning to give equal emphasis to all areas of learning. In addition, they agreed to improve organisation of group times so children are given appropriate challenges and they finally agreed to provide opportunities for parents to be better informed about the Foundation Stage curriculum.

Teaching and learning has now improved as staff make ongoing observations of children's progress which are clearly linked to the areas of learning in their Foundation Stage profile progress records. Children now have a broad range of activities to promote learning in all six areas. Parents have opportunities to be more involved in their children's nursery education as they have information in the prospectus about the Foundation Stage and how staff support children's learning and development. Plans are displayed in the playroom and parents have information about topics and learning aims in the regular newsletter. Children now have appropriate challenges during large group times. Most children listen intently to stories and make appropriate comments about characters in the stories. They are involved in singing song and rhymes where they remember to add and subtract numbers or do actions using their hands.

Complaints since the last inspection

Since the last inspection, there has been one complaint made to Ofsted that required the provider to take action in order to meet the National Standards.

In February 2007 concerns were raised that Ofsted had not been notified of a change of management at the setting. These concerns related to Nation Standard 1: Suitable Person and Standard 14: Documentation. A child care inspector carried out an unannounced visit on the 14th February. As a result of the visit, Ofsted issued a warning letter to the provider with regard to not being informed of significant events.

Ofsted are taking no further action and the provider remains qualified for registration.

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

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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):

- further improve procedure for promoting children's good health and ensure that fresh drinking water is available to children at all times

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 teaching and learning and consider the arrangements for large group activities and ensure that learning is not interrupted and meets the needs of all children who are present.

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