

# Chapel Street Pre-school

Inspection report for early years provision

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<b>Unique Reference Number</b>	512718
<b>Inspection date</b>	18 October 2007
<b>Inspector</b>	Thecla Grant
<b>Setting Address</b>	Christ Church Halton, Chapel Street, Leeds, West Yorkshire, LS15 7RW
<b>Telephone number</b>	07745437233
<b>E-mail</b>	
<b>Registered person</b>	Chapel Street 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?

Chapel Street Pre-School Playgroup is committee based. It opened in 1993 and operates from three rooms on the first floor of Christ Church Halton. It is situated in the Halton area of Leeds. A maximum of 40 children may attend the pre-school at any one time. The pre-school opens each weekday from 09.15 to 12.15 term times only.

There are currently 46 children aged from two to under four years on roll. Of these, five children receive funding for early education. Children come from a wide catchment area.

The playgroup employs nine members of staff. Of these, five hold early years qualifications and two are working towards a qualification. The manager holds a degree in early years

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children stay healthy because practitioners follow current environmental health and hygiene guidelines, policies and procedures. Practitioners are trained in administering first aid and the name of the nominated person responsible for first aid is displayed. Permission from parents and records are in place regarding accidents and medication to children. There are clear policies about children who are sick or who have infectious diseases and these are shared with the parents.

Children's health is promoted well. For example, children bring fresh fruits or vegetables for snack time and have the choice of milk or water. The snack table is open throughout the morning and children enjoy the freedom of accessing fruits and drinks when they want to. Children with special dietary requirements and allergies have their needs met well.

Children have a good understanding of simple hygiene practices. For example, the children wash their hands without being asked then sit at the snack table, when asked why they wash their hands, they say 'because of germs'. Practitioners further prevent the spread of infection by keeping the premises clean as they cover the table with a plastic table cloth ready for snack time.

All children enjoy the physical activity of climbing, balancing and sliding down the slide attached to the climbing frame. They use their bodies in different ways. For example, a child decides to slide down the slide backwards.

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

The provision is satisfactory.

Children are cared for in a welcoming and secure indoor environment. The main doors are monitored by a member of staff. As the parents arrive with their children they record their time of arrival. The walls in the playgroup attractively display children's art work and posters of different families from around the world. The main playroom is separated into different areas of learning and children enjoy playing in all areas. Children play with a good range of toys and equipment; these are fun, stimulating and provide good challenges.

Safety policies and procedures are in place and practitioners are aware of them. For example, all low electric plug sockets are covered. However, the radiator is easily accessible to the children and is hot to touch. There are clearly defined procedures for emergency evacuation with regard to fire, and the fire practises are recorded.

Practitioners are able to put appropriate child protection procedures into practice because most staff have an understanding of the four areas of abuse. They understand their role in child protection and know what to do if they feel a child is at risk. As a result, children are safeguarded.

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

The provision is good.

Children are involved in a broad range of planned activities and spontaneous events which support their development and learning. For example, a three year dresses a felt lady by sticking on a dressing gown and boots; when they realise their mistake they say 'she can't wear this' and change the dressing gown to a dress 'that's better' they say; this demonstrates that children show a willingness to tackle problems.

Children enjoy water play; one child catches a plastic fish with the anchor and pulls it out of the water with pride. Children also enjoy painting on the easel, writing on the chalk board and making shapes out of the play dough. Children confidently choose what they want to play with they select the paper they want to use independently and then decide on the type of materials they wish to use to stick to the paper. Children use their initiative well and make some interesting pictures.

Children have made positive relationships and play well along side each other, for example, two children play side by side with the train tracks, one child connects the trains together whilst the other child builds the tracks. Children show keen interest in their chosen activity they dance and sing to their favourite songs and excitedly tell the adults what the titles of the songs are.

Children's development is tracked and their progress is monitored through their development profiles. Planning and assessment are closely linked to the 'Birth to three matters' framework which contributes to children's motivation to learn.

### **Nursery Education**

The quality of teaching and learning is good. Practitioners who have attended training in the Foundation Stage have a good knowledge and understanding of the education programme. Medium term and long term planning is in place and the learning environment is well planned to provide a good range of activities across the six areas of learning.

Practitioners make use of their time and resources to support children's learning. For example, they question, challenge and support children to achieve as much as they can. Children at the mathematics table show keen interest as they match the shopping list to the groceries in the shopping trolley, practitioners extend their learning by asking questions, such as 'how many spaces have you got on your trolley?' and 'how many things do you need to find now?'

Practitioners encourage children to try new experiences. To follow the theme of 'where we went for our holidays' the role play area is converted into a travel agency. On the first day of the inspection this area was not particularly well resourced and did not fully engage children's interest. However, on the second day staff did work with children and added resources, such as a diary to write in.

Children know their primary colours and show keen interest in number and counting, they recognise numbers, such as three, six and four. Children have very good opportunities to calculate and show interest in shapes. For example, a child tells the adult that they want a star shape as they cut the play dough. Children investigate construction materials by fitting cogs to interlink with each other, they become engrossed as the cogs turn in unison. Children show interest in the computer programme and remember and talk about significant things which have happened to them. For example, they talk about their summer holidays and what they did.

The older children separate from their parents with confidence. The children know where their names go once they self register and put them into the appropriate basket. Children show increasing independence when selecting activities. For example, they happily play together with the small world imaginative toys. They confidently choose books for themselves and look at the illustrations as they relax on the cosy chairs in the book corner and at story time join in with the story.

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

The provision is good.

Children are cared for by practitioners who skilfully work with parents to meet the individual needs of their children. Photographs introducing the practitioners are attractively displayed on the parents' notice board along with information which may interest them. Parents receive verbal and written feedback regarding the development of their children. Information with regard to complaints is in place along with the complaints log book. Parents are happy with the care the practitioners give to their children and welcome the open door policy.

Children are able to participate fully because adults are committed to inclusion. Information is in place with regard to caring for children with specific learning difficulties and practitioners show their commitment to inclusion by attending relevant training. A designated member of staff takes a lead role in this area to ensure children's individual needs are met.

Children fully benefit from activities and resources which help them value diversity. They learn about the different cultural and religious festivals through celebrations, such as Chinese New Year and Diwali. Toys and equipment which positively represent race, culture and disability are very well implemented.

Practitioners manage children's behaviour in a way that is appropriate to each child's age and stage of development. They have a high expectation of children's behaviour and have devised 'The shining star' system. This is used to praise children's good behaviour and value their achievements. Children's social, moral, spiritual and cultural development is effectively fostered.

Partnership with parents in relation to nursery education is good. Parents are included in their children's learning. For example, they receive news letters about the provision and parents are invited to look at their children's profiles each term with their child's key worker. Parents are able to access the detailed planning for the early learning goals which is on display in the setting.

### **Organisation**

The organisation is good.

Recruitment and vetting procedures ensure children are well protected and cared for by staff with good knowledge and understanding of child development. Adults are committed to continual improvement and have attended relevant training and workshops to enhance their work with the children.

Staff induction and training is in place along with a three month probation period for new staff. The adult to child ratio and staff deployment supports children's care, learning and play. Practitioners make good use of the space so that children are well cared for and supported during their time at the nursery. All policies and procedures are in place, these work in practice

to promote children's health, safety, enjoyment, achievement and the ability to make a positive contribution.

Leadership and management in relation to nursery education is good. Management have a clear vision for nursery education, they maintain a focus on the personal development and achievement of all children by ensuring observations take place. Systems are in place to ensure that each child receives recognition for achievements and accomplishments on a weekly basis. Practitioners attend half termly staff meetings and annual appraisals. They are encouraged to use their own initiative, which motivates the staff and helps to build a committed team.

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 management was asked to address issues in care and nursery education. In care the management was asked to look at procedures with regard to documentation and record keeping. These have been addressed in that the staff now use one page per child for recording accidents and a written request is in place to seek emergency treatment. As a result, confidentiality is maintained and children's welfare is safeguarded.

In nursery education the management was asked to provide children with opportunities to access equipment for information technology, to develop ideas for solving simple mathematical problems and implement a system to clearly record the progress that children are making towards the early learning goals in all six areas of learning. Children now have access to a computer and opportunities are now regularly provided for children to solve simple mathematical problems. Children's progress is now well monitored through their learning profiles. As a result, the steps which have been taken improve children's learning abilities.

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

Since the last inspection Ofsted received concerns relating to National Standard 13 Child Protection. A childcare inspector visited the provision on 23 February 2007. Actions were raised and satisfactorily met by the registered provider. 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 complaint 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):

- make sure the radiator in the large motor development room conforms to safety requirements and does not pose a hazard to 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):

- make sure staff have a clear understanding of the purpose of activities, in particular when adaptations are made to the role play area.

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)