

Christ Church Playgroup

Inspection report for early years provision

Unique Reference Number 311279
Inspection date 12 May 2008
Inspector Alexandra Cole

Setting Address Christ Church, Church Street, Huddersfield, West Yorkshire, HD5 9DL

Telephone number 07963142696

E-mail

Registered person Christ Church 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 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 has been registered since 1991 and is a voluntary organisation. They operate from the church premises in the village of Moldgreen, near Huddersfield, and serve the needs of the local community. The group has access to a foyer, playroom, toilet, kitchen and storage facilities.

The group may care for 20 children from two to five years and they are currently caring for 33 children that attend for a variety of sessions. Of these 10 children are in receipt of nursery education funding.

There are two full time and three part time staff working with the children, all of whom hold an early years qualifications. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Staff address and support all aspects of children's health. Arrangements for administering medication are in place and appropriate, and requirements for first aid training are met. This ensures children are fully protected in the event of an accident or medical emergency. Staff act in the best interests of children when they are ill. They are fully protected from illness as clear policies inform parents of infectious illnesses and the procedure to be followed should a child become ill whilst at the playgroup.

Children are protected through good hygiene procedures that include staff wearing disposable aprons and gloves during nappy changes and ensuring the tables are disinfected before snack time. Effective procedures are in place to prevent the spread of infection. Children wash their hands using liquid soap and paper towels are provided. Children have a clear understanding of why they need to wash their hands and staff reinforce their knowledge through talking to them about germs. The children have learnt about the importance of dental hygiene where staff used a puppet as a prop to prompt discussion regarding tooth brushing and children took turns at brushing their teeth, helping them to learn about the importance of personal hygiene routines.

Children are well nourished and they are offered a range of snacks which includes the regular provision of fresh fruit. Children have a clear understanding of what is considered to be 'good and bad' foods and tell the inspector that banana is good for them because 'it makes me big and strong like Fireman Sam'. Staff gather detailed information regarding children's dietary needs and comply with any special dietary requirements to ensure they remain healthy.

Parents are given information about what their child has eaten during their time at playgroup. Additionally there is a display containing healthy eating recipes in the entrance of the playgroup which complements the group's healthy eating philosophy. Good attention is paid to ensuring children remain continuously hydrated. They are able to independently access drinks of water throughout the session as well as being given the option of juice or milk during snack time.

Although there is no access to outdoor play at the premises the staff give high attention to promoting children's physical development. Physical play is planned into every session and children delight in using the parachute where they use their arms to roll a ball around inside the parachute. Children are able to confidently jump along the building blocks, developing their coordination and balance as they are able to turn around without losing their balance.

The staff encourage children to learn about changes to their body as a result of physical exercise. For example, after children have exerted themselves they ask them questions, such as 'can you feel your heart beating?'. A climbing frame and resources, such as balancing blocks and balls are also available to them. Children are able to develop their fine motor skills as they have free access to the mark making area and confidently use 'office equipment', such as the sellotape dispenser and the scissors.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The environment is warm and welcoming with photos of activities undertaken as well as bright and attractive displays of children's work exhibited, contributing towards children's sense of belonging. The staff have overcome the logistics of providing care in a space that is sometimes

used by other groups. They ensure tasks, such as the setting out of toys and equipment are carried out before children arrive enabling all of their time to be dedicated to children's learning. The room is organised into different areas of learning ensuring children are able to use the space in a way that promotes their development. However, not enough attention is given to monitoring how space is used during the session. For example, when an activity is positioned in a way that does not allow children to utilise it to its full potential.

Children are able to move around freely and independently, accessing and using the suitable range of toys and equipment that are challenging and appropriate for their age and abilities. Toys are available for self-selection, increasing children's independence and promoting their decision making skills. Children are safeguarded within the setting as doors are kept locked with a secure entry system. A password system is in place to prevent children from leaving with unauthorised adults and parents are expected to inform the staff if someone different is coming to collect a child, ensuring their welfare is paramount.

Children learn about fire safety because staff ensure the fire evacuation is practised regularly and during differing sessions so that all of the children in attendance learn about the procedure. Children have a clear understanding of the course of action to take in an emergency and tell the inspector, 'if there is a fire, you hear the whistle and get out'. Staff check the toys and equipment on a regular basis to ensure they are safe and suitable for children to use. They monitor children's choice of equipment to ensure they are playing with toys that are safe and suitable.

Comprehensive daily risk assessments are carried out on the premises and any issues noted, ensuring the environment is safe place in which children can play and learn. Adult to child ratios are reduced whilst on outings to ensure children benefit from additional supervision. Children have a clear understanding of the safety rules whilst on outings and inform the inspector that they have to be careful 'not to fall and of cars'. They learn how to keep themselves safe through regular reminders and explanations from staff, such as not to run on the building bricks. Children's welfare is promoted because the staff are aware of their roles and responsibilities towards child protection and are able to put relevant procedures into practice.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled and they are fully involved in their play. Warm and caring relationships are apparent between the staff and children and the majority of children are happy to arrive at the setting, contributing towards their sense of belonging. They happily play together and with adults as they share a joke with each other whilst playing with the train track and gather around a member of staff to listen to a story.

Staff provide a suitable range of activities, allowing for free play as well as time to relax. Children can participate in activities of their choice in accordance with their individual needs and interests. They are able to access resources and opportunities that allow them to use their imagination, such as dressing up and pretending they are 'going swimming'. The range of activities on offer is appropriate to the ages and interests of children attending.

Children's self-esteem is developed through the staff's appropriate use of praise and support. For example, they praise children for successfully writing their own name and for independently putting their painting to dry. Children are involved, interested and enjoy their play. For example,

as they delight in lying under the parachute pretending to be asleep and then jump up with joy after counting to three.

Nursery Education:

The quality of teaching and learning is satisfactory. The staff have a sound knowledge of the Foundation Stage and of how children learn. They plan a suitable range of experiences to cover most aspects of children's learning. However, there are insufficient opportunities for children to use mathematics in everyday activities. The plans are flexible so that they can change in line with children's interests and activities are evaluated to ensure the next steps in children's learning are identified. Staff know the children well and give them numerous opportunities to contribute their ideas through general conversation.

Overall children make satisfactory progress in all areas of learning. Staff use open questions to promote their thinking, such as 'what is that one called?' and 'where do bananas come from?'. Children are developing their early reading and writing skills through the use of the mark making area where they are able to ascribe meaning to marks. For example, whilst playing in this area children happily declare 'I wrote my name'. Older children are learning to recognise their own name through the use of a self-registration system and they confidently handle books in the book area. The staff regularly observe and record children's progress towards the early learning goals. However, some of these observations are not linked to a particular area of learning.

Children can recognise colours and are able to count to 10. They develop their creativity as they take part in a singing session every day. Children respond well to this activity as they enthusiastically join in with the 'two little dicky birds' song and eagerly ask the staff 'again, again'. Children benefit from a suitable range of information and technology equipment to support their learning. They can confidently use a computer programme, using good hand-eye coordination as they control the mouse whilst looking at the screen.

Children are developing an understanding of the natural world, such as planting seeds and watching them grow. Children are cared for in an environment where they can independently select activities that are laid out for them and self-select from other resources. Children develop their creativity as they have free access to the painting easel and spend a long period of time gluing layers of card onto paper.

Helping children make a positive contribution

The provision is good.

Children's individual needs are effectively met and they are fully included in the setting. They develop a positive attitude to others and develop an understanding of the wider world through celebrating festivals and having access to a range of resources which show positive images of culture, ethnicity, gender and disability. This positive approach fosters children's spiritual, moral, social and cultural development well.

High attention is given to helping children learn about the needs of others and this is effectively promoted through the use of an 'empathy doll'. The children benefit from taking it home with resources, such as a camera and a change of clothes for the doll. Children thoroughly enjoy playing with the doll and children use it as a prop to give them confidence. For example, as they ask a staff member to hold the doll's hand with them as they balance on the building blocks.

Children are well behaved because they are made aware of the boundaries and behaviour is managed in a way that is appropriate to children's age and stage of development. They willingly share toys and cooperate well together as they let each other have turns at the typewriter and swap their doll's prams with each other. Good behaviour is valued and encouraged through the staff's effective use of praise and support. For example, as children are given a sticker for helping to tidy the toys away.

Partnerships with parents and carers is satisfactory. Staff record all of the necessary information from parents and share policies and procedures with them. Parents are given information regarding how their child learns and on the Foundation Stage. Although parents are kept informed of activities undertaken through the regular distribution of a newsletter, they are not given information on how to extend their child's learning at home. Parents are invited to attend parents' evenings where the staff share their child's development record with them. Children's progress is shared verbally at the end of the session and also in the form of a 'link book' which ensures continuity of care between home and the playgroup.

Organisation

The organisation is satisfactory.

The staff organise the setting well to ensure that the children feel settled and secure and the suitable presentation of activities and resources enables children to initiate their own play and learning. Staff know their roles and responsibilities and suitably implement routines to give children a range of experiences. Children benefit from staff who give them appropriate support and encouragement, which helps them to feel secure and confident. All staff are appropriately vetted, ensuring children's welfare needs are met.

Most of the documentation required for the safe and effective management of children is in place, well organised and appropriate. However, a system for recording any incidences of physical intervention is not in place. The required adult to child ratios are met and provide suitable levels of care and support. In response, children are confident and secure in their surroundings. Overall, the provision meets the needs of the range of children for whom it provides.

The leadership and management of the nursery education is satisfactory. The staff work hard as a team to provide activities that promote children's development. Staff are involved in the planning for the curriculum to help children to develop in all areas. The staff benefit from a comprehensive induction procedure and have annual staff appraisals. Additionally a system to observe and evaluate staff's performance is in place and is used to plan their development and training needs. The staff are able to identify their strengths and weaknesses and have a positive attitude to improvement. They have a commitment to training in order to provide an appropriately qualified and skilled workforce.

Improvements since the last inspection

At the last inspection, in order to improve the quality of care, the setting was asked to ensure effective procedures were in place for checking and recording that staff are suitable to work with children. In order to improve the provision of nursery education they were asked to improve children's access to writing materials and to improve opportunities for children to develop their creativity and fine motor skills.

Satisfactory progress has been made and the setting now have a comprehensive system in place to verify that all staff are vetted and suitable to work with children. The children now have free access to a mark making area to develop their fine motor skills and they each have a card with their name on which helps them to recognise the letters in their name. Self-selection creative activities have been introduced which ensures children are able to freely access creative activities.

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 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):

- develop a system for recording any incidences of physical intervention
- monitor how space is used during the session to ensure activities can be extended.

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):

- ensure parents are given information of how to extend their child's learning at home
- provide more opportunities for children to use mathematical language in everyday experiences
- develop children's observations to ensure they are clearly linked to an area of learning.

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