

# Wibsey Methodist Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	302007
<b>Inspection date</b>	21/01/2009
<b>Inspector</b>	Rasmik Parmar
<b>Setting address</b>	School Lane, Wibsey, Bradford, West Yorkshire, BD6 1QX
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## **Description of the setting**

Wibsey Methodist Pre-School has been registered since 1965 and is managed by a voluntary committee. It operates in Wibsey Methodist Church Hall. Rooms used by the pre-school are the main hall, a side room, the kitchen and toilet facilities. Children have access to an outdoor play area at the back of the premises.

The pre-school is registered on the Early Years Register and may care for a maximum of 25 children aged from two to five years. There are currently 28 children on roll. Children attend a variety of sessions and come from the local and wider community. It is open five mornings per week, Monday to Friday, from 09.15 to 11.45, term time only.

The pre-school employs nine members of staff and several staff hold appropriate early years qualifications. They receive the support of the Early Years Development and Childcare Partnership and are members of the Pre-School Learning Alliance.

## **Overall effectiveness of the early years provision**

Wibsey Methodist Pre-School provides a good level of care and education for children. It is well managed and existing resources are used well. Staff work hard to support children and the range and quality of indoor play activity is good. The setting is fully inclusive and caters well for children with learning difficulties and disabilities. Children settle well and feel safe and secure because they are well looked after. The quality of leadership and management is good. The setting's strength in self-evaluation and implementing change indicates that there is a good capacity for continuous improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- further develop the use of observations and assessments to provide a clearer picture of children's progression towards the early learning goals
- improve consistency in the risk assessments to ensure all potential hazards are identified and addressed.

## **The leadership and management of the early years provision**

The qualified staff team are effectively deployed and demonstrate clear understanding of their individual roles and responsibilities in the care and supervision of the children. Children are satisfactorily safeguarded through staff knowledge and understanding of required procedures. All required policies, procedures and records are in place, clear and up to date. Staff carry out and record risk assessments for the premises, both indoors and outdoors. However,

there is a lack of consistency in ensuring all potential hazards are identified and addressed.

Good systems for recruitment, induction and appraisal ensure staff development needs are identified and training opportunities offered. Written self-evaluation of the provision is a strength and staff use this as a means of reflective practice.

The partnership between the pre-school and parents is strong. Parents speak highly of the approachable staff and the quality of the care and education their children receive. Good verbal and written communication is firmly established. Parents receive regular informative newsletters containing details of planned themes and how they can extend activities at home. A good key worker system is in place and parents receive regular feedback about their child's progress. Learning is extended into the child's home and links have been established with the local childminders as part of working together for the benefit of children in progressing successively through the Early Years Foundation Stage.

## **The quality and standards of the early years provision**

Children enjoy a good range of activities and tasks that support their learning, as well as their social and physical development.

In the pre-school, there is a wealth of good resources, both indoors and in the outdoor area, and the children are provided with adult-led activities, as well as the chance to choose for themselves. Outdoor facilities are used regularly, although occasionally opportunities are missed to make full use of these in all areas of learning and development.

Staff know the children very well and ensure that activities are adapted to support their learning needs. Children make a good contribution to their community. They play readily together, share and take turns. They are very well behaved and polite as they learn to work and play with others. Children enjoy having roles of responsibility, such as handing out pieces of fruit at snack time.

Planning, observation and assessment are linked, and these enable staff to encourage children to take the next steps in their learning. However, current systems do not show clearly children's progression towards the early learning goals. Staff are aware of such a system and are enthusiastic to implement it.

All children are encouraged to participate, and staff are always on hand to support and praise the children for what they are doing.

Children's health, safety and welfare are a priority. The hygiene routines children learn help to keep them healthy as well as safe. As part of promoting healthy eating, staff have planted carrots and potatoes in the ground and children have dug them out as part of a 'short cut' in introducing young minds to the connection between harvesting and eating.

Children are developing confidence in using written and spoken language. Adults

talk to them at every opportunity and encourage them to respond at length. They are also encouraged to recognise and write their own names. Children enjoy books and stories. Numbers and counting are used throughout the setting, such as checking numbers of children present. Children also learn to recognise shapes within the environment.

Children are successfully developing an awareness of the wider world through various planned activities and experiences. For example, they are able to discuss the recent Chinese New Year celebration.

The children are supported well throughout by enthusiastic staff, who encourage their curiosity, provide a variety of experiences and tasks and allow them the opportunity to make good progress in all six areas of learning. Children are well prepared for the move to school and for their future learning.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.