

# Oakworth Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	301972
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<b>Setting address</b>	Oakworth Methodist Church, Lidget, Oakworth, Keighley, West Yorkshire, BD22 7HN
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<b>Type of setting</b>	Childcare on non-domestic premises

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## 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 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).

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## Description of the setting

Oakworth Methodist Church Playgroup opened in 1985 at the current premises and is run by a committee. It operates from two rooms in the church hall in the Lidget area of Oakworth in West Yorkshire and children have access to an enclosed rear yard. The playgroup primarily serves the families of the local community.

The setting is registered on the Early Years Register and may care for a maximum of 25 children. Sessions run on Monday, Wednesday, Thursday and Friday mornings from 9.10am to 11.40am, and on Monday and Wednesday afternoons from 12.40pm to 3.10pm. The playgroup operates during term time only. There are currently 47 children on roll aged from two to four years and the setting provides funded nursery education to children eligible to receive it.

There are five members of staff employed to work in the group on a full and part time basis and parents assist the staff at some of the sessions. There are three staff members that hold a qualification at level 3 or above and two staff members that hold a level 2 qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Policies and procedures are generally implemented with suitable success to promote children's welfare, although certain legal requirements are not being fully met. Children make good progress in their learning and development because of effective, individualised, observational assessments and a broad and balanced curriculum. The setting works in partnership with parents and other providers in most aspects, in order to effectively meet children's individual needs. Inclusion is well considered in the provision and children's understanding of diversity is effectively promoted. There are adequate systems for self-evaluation in order to ensure the continual improvement of the provision.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- review the arrangements for the security of the premises during the period when parents are dropping off their children (Safeguarding and promoting children's welfare) 02/06/2010
- improve record keeping by ensuring that a record of risk assessments is maintained and clearly states when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 02/06/2010

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

- improve child protection procedures by keeping a log of existing injuries
- improve children's knowledge of healthy practices further and provide more readily available media and materials to fully support children's creative development
- improve partnership working by sharing children's next steps with parents and other providers delivering the Early Years Foundation Stage to fully support children's learning and development.

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

Children are appropriately safeguarded overall. The designated child-protection person has a good understanding of possible signs or symptoms of abuse and of the procedures to follow, as do staff. However, a log is not kept of existing injuries to fully support procedures. There is satisfactory vetting and recruitment of staff. However, the provider has committed an offence by failing to notify us of all persons on the committee in order for their suitability to be determined. Although they have undergone CRB checks with other organisations, this is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion. Most policies and procedures work in practice to promote children's welfare. However, although access to the provision is generally monitored effectively as the entrance door is kept locked, this is not always done immediately after parents have dropped off their children. This means that the premises are not always fully secure. In addition, hazards are identified and minimised well in practice in order to keep children safe, however, a record of risk assessments is not maintained. Both weaknesses are breaches in legal requirements.

Adequate information is provided for parents before their children attend and ongoing communication is achieved satisfactorily through newsletters, displays, daily friendly chats and their involvement in charity events. Parents are adequately informed about their children's progress, although they are not actively encouraged to support children's next steps at home. There are some good links with other providers. For example, the setting provides childminders with their planning, links with the nursery within the local school and passes on each child's learning picture when they leave. However, staff are not proactive in sharing children's next steps in order to ensure continuity in children's learning and development.

Space and resources are organised effectively to enable children to make choices and staff make good use of the environment further through display boards and posters. Staff promote good anti-bias practice and have a good awareness of 'narrowing the gap' with specific individuals or groups of children, such as boys. This ensures equality of opportunity and means that all children make good progress in all aspects of their development, and take part in all types of play. For example, during role play activities girls pretend to saw wood in the construction

area and boys take dolls for a walk in the pram and push their trolley full of food, purchased from the supermarket. A good range of resources and displayed images reflect diversity positively. In addition, children celebrate their own and others' festivals and take part in charity events, in order to learn to value and appreciate the similarities and differences between themselves and others.

Those in charge adequately drive improvement through satisfactory systems for self-evaluation. They have recently begun to complete the Ofsted self-evaluation form, with support from the Pre-school Learning Alliance, and all staff are encouraged to contribute their ideas. Staff performance is evaluated during appraisals and satisfactory use is made of local authority training. Each week, or during the holidays, staff plan, update profiles and discuss any areas for improvement. Recommendations raised at the last inspection have been suitably addressed overall, and money is ploughed back into the provision to improve outcomes for children, for example, outdoors. Parents are encouraged to share their views verbally through a comments and suggestion box, and they have been asked for their suggestions in a recent newsletter. Parents' comments are very complimentary about the provision.

## **The quality and standards of the early years provision and outcomes for children**

Staff have a good knowledge and understanding of the learning and development requirements. As a result, they plan topics to complement children's learning across the six areas, alongside planning for children's individual next steps in line with their interests and the expectations of the early learning goals. Parents complete an informative 'input to development steps and planning' sheet which covers the six areas of learning and effectively helps staff to establish children's starting points. There are very good systems for tracking children's development and ensuring that they make optimum progress. Very good challenges are set for children as staff talk to them consistently, enhancing their play. Positive relationships are clearly evident as staff frequently praise and encourage children, use good questioning techniques and encourage children to solve problems and be critical thinkers. For example, children show high levels of concentration as they attempt to find the correct sized lids for different containers and plastic bottles.

Children are happy, confident and show very good levels of interest in their environment. They behave and socialise well, learning to share and take turns in a range of situations, such as taking part in the magic bag game or using the slide. They self register and confidently find their name to show they have finished their snack. Children use language confidently and are developing good literacy skills. They attempt to write their own name and have ample opportunities to make marks through different activities. Many children know letter sounds as they say the letter their name begins with. This is further supported by a designated book area and phonics and letters being displayed. The setting also takes part in the 'every child's a talker' scheme and have obtained resources to further support children's use of language, such as a digital camera and persona dolls.

Children have adequate opportunities to access fresh air and exercise, for example,

as they play with a suitable range of small equipment in the yard, or balance carefully indoors on ramps made with large pieces of wood. They are learning about some healthy practices, such as making good choices about what they eat. However, there is limited discussion from staff during toileting routines about hygiene and children are not encouraged to wash their hands after they have wiped their nose. Children are effectively learning about keeping safe. For example, they take part in topics, such as 'people who help us' which incorporates a visit from the local lollypop lady. Children take part in a good range of planned creative activities to develop skills in responding to ideas and expressing their feelings, although the range of freely available arts and craft resources to support children's spontaneity is more limited.

Children learn about the life cycle as they make cress eggs for Easter or plant beans. They explore and investigate a wide range of media, learning about different concepts of science, such as changes in texture. For example, they observe snow and ice as it melts, watch jelly solidify and see the combined baking ingredients rise after being baked. Children experiment with magnets while a staff member encourages them to predict what happens when the magnet is placed against different materials. Children look at different objects with intrigue through the magnifying glass and work together to measure furniture. They learn about different mathematical concepts during everyday routines and activities, such as counting how many cups there are at snack time and engaging in number songs. They make and name shapes as they play with the dough, showing good use of different utensils and tools.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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