

Central Methodist Playgroup

Inspection report for early years provision

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Inspector	Ingrid Szczerban
Setting address	Mortimer Street, Cleckheaton, West Yorkshire, BD19 5AR
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Type of setting	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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Central Methodist Playgroup is a committee run playgroup which has been established for over 25 years. The group operates from within the church hall in the Central Methodist Church building in Cleckheaton, West Yorkshire. The entrance to the playgroup is located in the car park. The playgroup serves families within the local community. An outdoor play area is available for two mornings a week in the church car park.

The playgroup is registered with Ofsted on the Early Years Register. A maximum number of 25 children may attend at any one time. There are currently 30 children on roll and children attend for a variety of sessions. The playgroup supports children with special educational needs and/or disabilities, and those who speak English as an additional language. Opening times are Monday, Tuesday, Wednesday and Thursday from 9.30pm until 1pm during term time only.

Five staff are employed, they cover the sessions between them as required. Four staff hold relevant childcare qualifications. Of these, one staff member is qualified to degree level and working towards the Early Years Professional Status. Another staff member is working towards a level 4 qualification. The fifth member of staff is working to gain a level 3 qualification. The playgroup receives advisory teaching support from the local authority, and takes part in the Every Child a Talker programme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Good attention is given to meeting the learning and development needs of children overall. Children take part in a wide range of activities and make good progress in all areas of learning. There are predominantly suitable systems in place to promote the welfare needs of children. Inclusive practice is promoted well and children are very much valued and respected as individuals. Relationships with parents, carers and external agencies are strong. The provider assesses the provision well and accurately identifies areas for improvement. A good capacity to continuously drive improvement is demonstrated, in order to ensure that outcomes for children develop positively.

What steps need to be taken to improve provision further?

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

- enhance the systems used for tracking the consistency of children's progress across all six areas of learning
- include in the risk assessment a record of when it was carried out, and by whom.

The effectiveness of leadership and management of the early years provision

The staff demonstrate a predominantly suitable understanding of their role with regard to safeguarding children. For example, they are trained in child protection, know what to do if they are concerned about a child and all staff are suitably vetted. Systems in place to keep children healthy are good and the rooms are clean and safely maintained. The children wash their hands at appropriate times and use separate towels to prevent the risk of any cross infections. Staff are suitably qualified and hold current first aid certificates. Staff are deployed well to meet the needs of the children and the accommodation is organised to support children's overall development and welfare. Children can safely reach their toys and activities, which are stored at their height. Steps are provided in the bathroom area for them to reach the hand basin and toilet. These arrangements promote children's independence and their ability to make decisions. Risk assessments are effectively implemented to minimise risks to children both inside, outdoors and also on outings. However, the risk assessments are not signed and dated. All documentation to support children's welfare is kept, such as written parental consents, and all accidents, medication and the times of children's attendance, are recorded well.

There are good systems in place to evaluate the service offered and to make continuous improvements. The recommendations following the last inspection have been addressed. As a result, the training of staff, the documentation to support children's welfare and the systems to monitor their progress are improved. The Ofsted self-evaluation form is completed with the staff and parents through discussions being involved. Advice and guidance from the local early years department is sought and acted on. A quality assurance scheme is followed, such as the Every Child a Talker programme, which develops the way that staff interact with the children. Regular staff meetings are held and ongoing training to higher levels is encouraged. Parent's views are listened to and appropriate action is taken to implement their requests. For instance, parents are consulted regarding the opening times and days of the playgroup, which are adapted to suit their needs. The playgroup have secured funding for a refurbishment of the premises, which will include the provision of child-sized toilets, new storage systems, sinks in the play area and a new carpet.

Inclusive practice is promoted well by gathering important information from parents regarding children's individual needs and ability levels, to help support their overall learning and development. The key worker system works well, the individual personalities and learning styles of children are taken into account by staff, in order to plan for each child's development. The environment reflects a range of people in the wider world through positive images of diversity reflected in toys and displays. This helps all children to feel welcome and to learn to appreciate similarities and differences. Links with the schools where children will attend and external agencies are strong. Transition forms are completed by the playgroup staff for the schools. Teachers visit the playgroup to meet the children. Joint meetings are held with the local authority's inclusion officer, an educational psychologist, playgroup key workers, teachers and parents, to develop individual

educational plans for children who need them. The staff meet each week to share information about their key children, thereby ensuring that a consistent approach is achieved.

Partnerships with parents and carers are strong. Staff greet all the parents and children as they arrive with a warm welcome. There are good systems in place to exchange information and to extend children's learning at home. For instance, meetings are arranged with parents to discuss their child's progress on a regular basis, planning sheets are displayed for parents, which highlight the current themes and daily discussions that take place. Parents are invited for coffee mornings and to help on a rota basis in the playgroup. They receive regular newsletters and information sheets with suggested activities on how to consolidate their child's learning at home. High praise is given to the staff by parents and carers. They say that playgroup staff are approachable, professional and listen well to the individual wishes of parents. For example, a grandparent states that her granddaughter arrived at the playgroup as 'a shy, clingy thing, and now she is outgoing, confident and ready for school'.

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

Children make good progress in their learning and development. Good observations and assessments are made by the staff who are key workers for the children. These include what children are interested in, what they are learning and their next steps for progression. A tracking system is used to ensure that the six areas of learning are consistently covered but this is difficult for staff and parents to view at a glance. Good detailed information is obtained from parents before children begin about their child's level of ability. Children settle well in the playgroup because the staff make home visits beforehand, so the transition between home and nursery is made as seamless as possible. These methods are used by the staff to plan for each child's interests and to make sure they are suitably challenged to extend their learning. Plans of activities are used flexibly to follow the direction that children may wish to take, thereby sustaining their interest and promoting children's self-esteem and creative ideas.

Children learn about their personal safety and how to remain safe as they play. For instance, they are reminded how to use equipment, such as the slide correctly, and they regularly practice the fire drill. Healthy, balanced and nutritious snacks are given to children. The children try foods from around the world, in line with themes about festivals. Children know they must wash their hands before eating and after using the toilet, the habit is well-formed so that most children perform these actions automatically.

Good emphasis is put on children receiving fresh air and exercise. Children have free access to the outdoor play area for two of the four mornings when the playgroup is open. They engage in a range of activities to develop their physical skills, they push and pull equipment, balance on raised planks, run around, and use wheeled toys. When the outdoor area is not available, alternative arrangements are made for exercise indoors, such as using the climbing frame and

slide, parachute games or music and movement sessions. Children increase their strength, muscle-control, stamina and learn what their bodies can do.

Children respond happily in this environment which is well-organised, enabling them to be independent and to develop skills for the future. For example, they make decisions about what to play with from resources which are easily accessible. The toys are rotated each day from the storage area to sustain interest and to offer variety. The children enter the playgroup confidently and are eager to play. They act as monitors to help with everyday tasks, such as sharing out the cups and plates at snack time, so they learn to take turns and take responsibility. Children are well-behaved and display good manners.

Children communicate well. They talk about what they are doing and are supported well by staff, who extend their conversations. Story time is very popular with the children. They are totally absorbed as they listen to stories and they join in with gusto, because they are read to with infectious enthusiasm by staff. They develop good concentration, their ability to listen, memory skills, a love of books, and they extend their vocabulary, while having a great deal of fun with their friends. The Makaton system for signing as a means of communication, is used by staff and all children, in order to foster the inclusion of children with special educational needs and/or disabilities and those whose first language is not English. Children learn about other ways of life and the lives of their friends at the playgroup. Barnaby bear is taken home by children on a rota basis. When they return the bear, the children talk at circle time about what he has done at their home and where he has been.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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