



## St Lukes Pre-School Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	EY315656
<b>Inspection date</b>	24 January 2006
<b>Inspector</b>	Patricia Graham
<b>Setting Address</b>	St Lukes Parish Centre, Swinton Park Road, Salford, Manchester, M6 7WR
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<b>E-mail</b>	
<b>Registered person</b>	Andrea Catherine Boardman
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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?

St Lukes Pre-School Playgroup registered in 2005. It provides full day care from a church hall in a residential area of Salford. The playgroup serves the local community. Children are cared for in the main hall and an additional room. There is an enclosed area to the rear of the building for outdoor play. The setting is open Monday 11.30 to 15.00, Tuesday 09.15 to 15.00, Wednesday 09.15 to 11.45, Thursday and Friday 09.15 to 15.00 term time only.

A maximum of 24 children from 2 years may attend at any one time. There are currently 40 children on roll. This includes 8 children in receipt of nursery education funding. The nursery supports children with special needs and children who speak English as an additional language.

The playgroup employs three staff, all of whom hold an appropriate early years qualification. The playgroup receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children understand the importance of good hygiene practice because they are cared for in premises which are maintained to a high standard of cleanliness. Staff follow effective hygiene routines and encourage children to attend to their own personal care. They independently help themselves to tissues and understand why they need to wash their hands because staff discuss these issues with them. Children are sufficiently protected from illness because consistent procedures for recording accidents and administering medication are understood by all staff and shared with parents. However, minor changes are needed to documents to ensure clear parental consent is given before administering medication.

Children benefit from healthy nutritious snacks which promote their growth and development. They learn about healthy eating through discussions with staff and enjoy tasting a variety of interesting snacks such as croissants, French cheese, baguettes, fruit and toast. A designated snack area is freely available to children. They confidently walk over, secure in the knowledge that somebody is sitting there, and enjoy the relaxed occasion as they engage in conversation with adults and their peers. Children bring their own packed lunch which ensures that their parents know what they are eating. This is supported by the staff who suggest ideas for healthy eating with parents. As a result, children benefit from a healthy balanced diet. Children are able to quench their thirst as they independently help themselves to drinks of water and milk which are available at all times.

Children enjoy a wide range of activities which contributes to their good health. They benefit from fresh air and exercise as they engage in outdoor play activities. Children run freely, whilst others refine their coordination skills as they manoeuvre wheeled toys and throw balls. They are developing an awareness of how activity affects their bodies and are able to relax and rest according to their needs.

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

The provision is good.

Children are cared for in a well maintained environment, which is adequate in temperature and well ventilated. Staff give high priority to keeping children safe and secure. Potential hazards are identified and minimised through the completion of daily risk assessments of toys, equipment and play areas. Children develop a clear

understanding about safety in the setting, through practicing emergency evacuation procedures to keep themselves safe in the event of a fire. Staff give children gentle reminders about standing on chairs and running indoors in case they hurt themselves.

Children benefit from a good range of quality resources, which are suitable for all ages and abilities. Toys are easily accessible to all children, in low level units, which positively promotes their growing independence. Children benefit from plenty of space, which is well organised and includes areas for messy play, construction and quiet activities. As a result, children are inspired and move around with confidence in the safe and stimulating environment.

Children are well protected because clear guidelines and procedures are in place. Staff have a good understanding of child protection issues. They are aware of possible signs and symptoms of abuse and a designated member of staff takes responsibility for liaising with child protection agencies. All required procedures are in place to ensure children's welfare is safeguarded and promoted.

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

The provision is good.

Children enjoy warm caring relationships with the staff. They are happy and confident, which increases their sense of well being and security. Children make good progress because staff have detailed knowledge of child development. There are effective systems in place for observing children and using these to plan the next steps for play and learning. The recent implementation of the Birth to three framework is used very well to provide a wide range of activities and learning experiences for young children. For example, children develop their imaginative skills as they actively engage in role play. They enjoy acting, using the puppets, in the theatre and thrill as their audience watch and respond eagerly.

Independence is successfully promoted throughout the setting. Children use their initiative and select their own resources and activities. They show great interest in what they are doing and are positively encouraged by staff who dedicate much of their time supporting children in play. Language and communication skills are promoted well through the use of books, activities and group times, which helps develop their speaking and listening skills. Children are developing good concentration whilst they persevere with activities. For example, a child shows great determination as he attempts to climb a large piece of equipment, and beams with pride as he stands proudly on top.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage curriculum and use this to plan a balanced range of activities across the six areas of learning. Children make good progress towards the early learning goals as staff fully implement clear and flexible planning. Staff are becoming familiar with the new planning and assessment system. This includes a profile for each child, using detailed observations and photographs, to show children's progress

and achievements.

Children have a good level of independence in selecting and carrying out activities. They share warm relationships with staff and their peers, as they talk about their play and home experiences. They have a good awareness of taking turns and show respect for their friends as they wait patiently for their turn. They demonstrate a clear awareness of boundaries within the setting, for example, informing staff when others are not sharing.

Children are confident speakers with a wide vocabulary. They enjoy listening to each other at circle times and are keen to share their own news. They enjoy greeting each other in a variety of different languages. Children learn successfully that print carries meaning; they recognise their own name and enjoy listening to stories because the adults tell them with enthusiasm. When experimenting with different creative media, children make marks and develop early writing skills. Many children are able to form recognisable letters.

Children use number and counting very well in everyday activities. They enjoy counting backwards through simple songs and confidently match their ages to numbers on the birthday cards, in the home corner. Children's understanding of measure is developing as they compare sizes with tape measures and successfully use size language in their play, for example, big and long. They have many opportunities to consolidate mathematical learning. Staff successfully ask questions 'what shape would you like your toast?' and the setting is rich in number and shape.

Children have appropriate opportunities to become aware of the world around them when they explore natural textures such as sand, water and as they talk about posting a letter to their friend in France. They construct with a purpose in mind, carefully placing the bricks on top of each other and are very enthusiastic as they build interesting models. Children are not yet familiar with using information technology equipment. So their opportunities to assist their learning and understanding of technology are reduced.

Very good activities are provided for children to experiment with different ways of moving. They thoroughly enjoy waving homemade shakers and develop rhythm as they actively participate in singing and dancing sessions. Children use their imagination well as they play in the home corner pretending to make soup for their friends. They use their senses to explore texture, colour and shape as they paint freely and create models. Children are using small tools such as scissors, paintbrushes and malleable materials with increasing control.

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

The provision is good.

Children are valued as individuals and treated with equal concern. Their individual needs are well met because staff use detailed registration discussions and agreements to find out about children's allergies, special requirements, likes and dislikes. Children settle extremely well because staff actively encourage comforters to be brought into the setting. Staff are very supportive to children who speak English

as an additional language. They take time to learn key words and warmly greet children by saying hello in their language, which helps promote their sense of belonging. Children become aware of the wider society through access to good resources that promote positive images, such as books, dressing up clothes and imaginative play. They celebrate festivals and take part in all activities regardless of gender. Children talk enthusiastically about their models of the Eiffel tower as they learn about France and enjoy sampling other foods from around the world. This promotes their understanding of diversity whilst increasing their self esteem and respect for others.

Children behave well in the setting because they are given meaningful praise and encouragement. Their opinions are valued and respected as staff actively listen to what they say, which increases their self confidence. They share toys and resources with each other and respond well to distraction techniques as staff put the behaviour management policy into practice. Children follow the good role models of staff. For example, they help to tidy toys away, show courtesy to others and play harmoniously with their peers. This positive approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents is good. Staff and parents work well together to meet children's needs. Parents are confident in approaching staff and regularly share information by verbal means. This ensures continuity of care for children. Parents have free access to their child's development file and they receive good quality information about the Foundation Stage curriculum and the Birth to three matters framework. Parents well informed of their child's learning. For example, they receive a profile on their child's development, which informs them of their progress and achievements. Parents are fully involved in their children's learning through the sharing of ideas and activities to do at home to support playgroup activities. Children with special needs are successfully cared for in the setting and positive steps have been taken to promote inclusion. This is achieved by seeking information about the child's needs, making adjustments where needed and working in partnership with parents and outside agencies.

## **Organisation**

The organisation is good.

Children's care and education is enhanced by good leadership and management. Children are cared for in required ratios, which supports their learning. The setting is well organised with space laid out to maximise opportunities for the children. This has a positive impact on children's learning. Staff are well deployed, they constantly interact with the children to give them effective support and encouragement, which helps them feel safe and secure.

There are good systems in place to ensure initial and continuing suitability of staff and volunteers caring for children. All members of staff are suitably qualified. The staff team benefit from enthusiasm and commitment to continually improve the quality of childcare provided. They attend regular training and have good knowledge of childcare and education, which they use to provide stimulating learning opportunities

for children.

Detailed documentation is in place, in line with the requirements of the National Standards. This supports children's health, safety and well being. A detailed range of policies and procedures are understood by the staff and are consistently applied to ensure the setting operates smoothly and efficiently. Overall, the provision meets the needs of children who attend.

### **Improvements since the last inspection**

Not applicable

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

There are no complaints to report.

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**

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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):

- improve documentation on administration of medication

#### **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 children have regular opportunities to use ICT and or programmable equipment to promote their learning about technology.

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