



# Wibsey Methodist Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	302007
<b>Inspection date</b>	13 February 2006
<b>Inspector</b>	Helene Anne Terry
<b>Setting Address</b>	School Lane, Wibsey, Bradford, West Yorkshire, BD6 1QX
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<b>Registered person</b>	Wibsey Methodist Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 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?

Wibsey Methodist Playgroup has been registered since 1966 and is managed by a voluntary committee. It operates from Wibsey Methodist Church Hall, Bradford, West Yorkshire. The playgroup serves families of mixed social and economic backgrounds from the local community and the surrounding areas. A maximum of 25 children may attend the setting at any one time and it is open from Monday until Friday mornings, 09.15 until 11.45, and Tuesday and Wednesday afternoons from 12.45 until 15.15

during term-time. There is a fully enclosed outdoor play area for all the children.

There are currently 46 children aged 2 to 4 years on-roll. Of these 16 children receive funding for nursery education. There are children attending with special needs and who speak English as an additional language.

The setting currently employs eight staff. Four of the staff, including the leader hold appropriate early years qualifications to level 2 or 3. The setting receives support from the local authority and the Bradford Under Fives Association.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are cared for in a clean and well maintained environment where effective procedures and practices ensure that children's physical, nutritional and health needs are adequately addressed. The staff provide good support and guidance to ensure that children develop a good understanding of hygiene, such as encouraging them to wash their hands after toileting and before baking. Children are effectively protected from cross-infection through the use of good hygiene practices. This includes the regular washing of equipment and a comprehensive sickness policy, which parents are informed of.

A good balanced healthy diet is promoted to foster children's health and development. They are offered drinks and snacks regularly throughout the session. They receive healthy snacks, such as fruit, crackers, cheese, sandwiches and occasionally vegetable sticks. They enjoy baking and eating their produce. Individual dietary needs are fully considered to promote children's wellbeing.

Children enjoy a satisfactory range of physical activities which contribute to their good health. They have regular access to physical activities both indoors and, in finer weather, outdoors, such as the use of balancing equipment, bikes, bats and balls.

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

The provision is satisfactory.

Children move around safely and freely in the well organised setting, where risks are identified and minimised by staff through good practices. Regular risk assessments are done by staff both inside and outside the building to ensure safety. Access to the provision is monitored very well; doors are locked at the start of the sessions and staff ensure that children leave at the end of sessions with a known adult, in order to protect children. Staff fully comply with health and safety requirements to keep children safe. Children are also learning well about their own personal safety. For example, they are reminded throughout the day to walk and not to run, because they will fall and hurt themselves. They are also learning about road safety as part of activities about their environment.

Children use a broad range of good quality, developmentally appropriate resources that foster all areas of their development. Resources are age related within the preschool. Most resources are well organised into specific areas of learning within the playroom at child height; encouraging children to make choices and promote their independence skills. Other items are stored neatly in the storeroom. This enables staff to ensure that children play with developmentally appropriate resources.

Staff have a satisfactory understanding of child protection issues as some have attended training, ensuring that children are protected and their wellbeing is enhanced. A policy is in place, although the setting does not have a copy of the Area Child Protection Committee Procedures (ACPC), with contact details should they suspect abuse.

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

The provision is satisfactory.

Staff provide a good range of activities and play opportunities to foster all areas of children's development. They are beginning to make effective use of the Birth to three matters framework to improve young children's achievements through their planning. Activities and resources in the playroom are age-specific for children attending and many of these are easily accessible, ensuring that children have free choice, which promotes independence. Children were observed to move between activities freely spending as much or as little time as they wished, depending on their interests. This ensures that children take responsibility for their own stage of learning by the ways in which they interact with materials available to them. The daily routine is varied and flexible with times for children to have snacks and take part in activities both indoors and outdoors.

The interaction between staff and children is very good, ensuring that warm trusting relationships are developed and that children are happy and settled. Staff spend all of their time playing with the children, giving support, using playful talk and encouraging them to explore their environment. Staff are sensitive to individual needs; for example, young children finding preschool difficult to adjust to are very well supported by a member of staff, gradually building a sense of security.

### **Nursery Education**

The quality of teaching and learning are satisfactory. Most staff have satisfactory knowledge of the Curriculum Guidance for the Foundation Stage and of how children learn effectively. The planning covers all six areas of children's learning; however, it is not currently linked to children's assessment records, which significantly impacts on the learning outcomes for individual children. Children's assessments are not currently linked to the stepping stones on which children are progressing towards the early learning goals. This hinders staff's ability to assess where the children are progressing and which aspects need to be improved. However, they are in the process of improving these systems. Methods used to engage children in the activities are good. Inclusion is appropriately considered for children with special needs and English as an additional language. Staff are patient, they listen to all the children, respect their views and create warm caring relationships, which gives

children a sense of belonging and boosts self-esteem.

Overall, the children are making satisfactory progress in all areas of learning. They separate from their carers confidently, in most cases, and find their friends to play. They are learning to care for others and enjoyed watching a small baby being bathed when brought in by one of the parents. They share well and take turns during the activities as they patiently wait for their turn at stirring the biscuit mixture during a baking activity. They display good manners and are developing sound independence skills. For example, they act as monitors to help staff and children and attend to their own personal hygiene, dress themselves and enjoy sweeping up the sand.

Children's vocabulary reflects their breadth of experiences as they talk between themselves, ask questions and state what they are doing. They enjoy stories and are beginning to distinguish one sound from another within the alphabet. Younger children ascribe meaning to marks as they draw and attempt to write, whilst more able children are beginning to write recognisable letters as they write their names. However, children have limited opportunity to develop an understanding that information can be relayed in print. For example, by using recipes during baking activities or using notepads and pencils in the role play café area.

Children are counting well and some children are using numbers during their play. More able children are beginning to recognise some numbers in the date of the month. They enjoy practicing simple calculation skills whilst they sing action rhymes and use sorting skills well. However, they are not able to compare two groups of objects and recognise when they have the same amount. Children enjoy observing changes to materials and living things, as they plant seeds and watch plants grow. They use magnets and other science equipment to investigate the environment and enjoy searching for spiders' webs. They construct and balance using a good selection of equipment; however, they have few opportunities to develop an interest or understanding in Information and Communication Technology.

Children are developing their physical skills appropriately. They move freely and confidently around the setting and use a range of equipment to enhance their development, such as balancing activities, wheeled toys, bats and balls. However, they have limited opportunities to climb and swing. They show an awareness of a range of healthy practices, such as washing hands before eating or touching food, and demonstrate increasing skill and control when using one handed implements, such as pens, pencils and paintbrushes.

Children confidently explore a very good range of creative materials, such as paint, malleable materials, collage, sand and water. They freely access these materials to represent their feelings, thoughts and ideas, and staff effectively support them to extend learning as children enter into dialogue about what they have created.

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

The provision is good.

Children's individual needs are effectively met through a variety of means including information received from parents at the gradual induction of the child. Staff are

proactive in identifying areas of development in which some children may need extra help and discuss issues with parents to enhance development. They also work with other professionals to help children progress should the need arise. There is a very good range of resources that positively represent diversity in society and children celebrate a variety of festivals from around the world. There are positive images of ethnicity and disability on displays on the walls in the form of posters. This enables children to develop a positive attitude towards others and enables them to make connections between different parts of their lives.

The staff have a good awareness of positive behaviour management techniques to enhance children's wellbeing. Children learn to share, take turns and learn about the consequences of their behaviour on others. They use their manners well and receive rewards for their attitude and achievements. Plenty of praise and encouragement was observed to be offered to children, boosting confidence and self-esteem. This fosters their spiritual, moral and social development.

Children benefit from the good partnership developed between staff and parents. Children are cared for according to parent's wishes, which promote continuity of care and their wellbeing. There are effective systems in place to ensure that information is shared on a regular basis about the child's progress and daily activities, for example, through daily chats with staff and access to the child's key person. Policies and procedures are available to parents about the setting and a newsletter is used to update on any changes and forthcoming events. This promotes the two way process in enhancing children's progress. However, the complaints procedure has not been updated in line with the changes to regulations and it does not contain contact details for Ofsted should parents wish to make a complaint. Parents are also actively encouraged to be involved in their child's learning by bringing in items related to themes being followed. However, information on how parents can extend learning at home, to enrich their child's development is limited.

## **Organisation**

The organisation is satisfactory.

Space, resources and deployment of staff are used effectively to meet the needs of the children and enhance their wellbeing. The satisfactory policies and procedures in place ensure that staff are suitable to care for children and that adult-child ratios are consistently maintained. Leadership and management within the setting are satisfactory. Most staff are suitably qualified to care for children and others are currently working towards acceptable qualifications to enhance the care and education of the children. The leader is motivated and enthusiastic and staff take full advantage of the training opportunities available to them. Staff work well as a team and are aware of their roles and responsibilities. Satisfactory systems are in place for monitoring nursery education, although these are not rigorous enough to identify the areas that need improving in the nursery education that is offered. Everyone is committed to the continued improvement of the care and education of the children and they do seek support from the local authority and advisory teacher.

Overall, the provision meets the needs of the children who attend.

## **Improvements since the last inspection**

At the previous care inspection it was recommended that the setting improve their documentation relating to child protection, complaints and written permission from parents to seek emergency medical treatment or advice for their child. The nursery education inspection highlighted a number of issues relating to opportunities for children to freely access one handed tools, use numbers, practice large physical skills and investigate how things work and happen. It was also recommended that parents receive information about the foundation stage. Poor progress has been made, owing to a change in management and current management not being aware of outcomes from the previous inspections. However, parents are informed of the Foundation Stage in the information leaflet and children do have access to physical activity daily, either outdoors or in the small hall.

## **Complaints 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.

There are no complaints to report.

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## **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):

- request written permission from parents for seeking emergency medical advice or treatment
- obtain a copy of the Area Child Protection Committee Procedures (ACPC)
- ensure that the complaints procedure is updated in line with regulations and contains contact details for the regulator Ofsted

### **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):

- develop children's assessment records to include observations of what children can do and link these to the stepping stones along which children are progressing, then use these assessments to inform future planning for individual children's development needs
- develop activities to enable children to compare two groups of objects and enable them to recognise that they have the same number
- develop children's understanding of Information and Communication Technology
- develop systems to inform parents how to continue activities and extend learning at home.

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