



Grange Moor Playgroup

Inspection report for early years provision

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Registered person	Grange Moor Playgroup
Type of inspection	Integrated
Type of care	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.

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?

Grange Moor Playgroup is run by a voluntary committee of parents and staff from the local village school. The group registered in 1996 and operates from a self-contained portable building in the grounds of the local village school. It is situated in a quiet village location, with some public transport links to the surrounding areas of Dewsbury and Huddersfield. All children share access to a secure enclosed outdoor play area.

The group is open each weekday from 09:10 to 11:40, term-time only. A maximum of 24 children may attend the group at any one time. There are currently 16 children on roll aged from two years to four years, of these, seven are in receipt of funding for early education. Children attend from the local area. The group has systems in place to support children with learning difficulties, disabilities and children who speak English as an additional language.

The group employs four members of staff. Of these, one currently holds an appropriate early years qualification and two are working towards a qualification. The nursery is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean environment. Staff maintain this for children through appropriate hygiene practices, such as regular cleaning. Appropriate health and hygiene practices support minimising the risk of cross-infection or cross-contamination, promoting children's health. For example, staff follow acceptable procedures for changing children's nappies and consider children's health needs when they are ill. They take appropriate steps to administer any necessary medications and minimise the risk of infection to others through their illness management policy. For example, children with infectious illness remain at home. The children develop some awareness of the importance of personal hygiene. They wash their hands at certain times throughout the day, for example, before and after lunch, although they are not fully encouraged to do this before snack.

Children enjoy taking part in activities that encourage them to be active and exercise. This supports their physical development and encourages them to lead a healthy lifestyle. They regularly access fresh air and play outdoors, accessing a sufficient range of resources to support their physical development. For instance, children enjoy ring games, riding bikes, throwing and catching balls and activities to develop their running, jumping and skipping skills. The education programme incorporates activities to raise the children's awareness of their bodies, exercise and healthy practices. For example, hand washing routines and talking about how their bodies change after exercise, such as getting out of breath. Children develop their balance and co-ordination skills as they access a range of resources to support this. For instance, a three-year-old child carefully controls scissors as she cuts round pictures. The children develop a sense of space, for example, they manoeuvre bikes around obstacles outdoors and are able to stop and start appropriately.

The group promote well healthy eating, this supports children's growth and development. This contributes to children understanding the importance of leading a healthy lifestyle. Children enjoy the good range of nutritious snacks on offer, for example, fresh fruit and chopped vegetables. They take part in baking and cooking activities, which extends their knowledge of the different ranges of foods available. For example, they bake bread and make pizza with healthy toppings. Staff encourage parents to support the group's promotion of healthy eating when providing packed lunches for their child. Sweets and chocolate are discouraged and the displaying of healthy eating booklets provides ideas for parents on healthier options.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The environment for children is safe, clean, secure and appropriately maintained. To ensure children are safe staff supervise them well and there are a number of good safety precautions

in place to minimise accidents. This includes the security of the premises, use of safety gates, socket covers, written procedures and the completion of detailed risk assessment records. The children are developing an awareness of how they can keep themselves safe. They know what to do in an emergency through practising fire evacuations and planned activities encourage children to talk about road safety. Children move around the environment safely and reminders about the dangers of climbing on chairs or running in the setting support keeping children safe.

The children access a good range of resources to meet their ages and developmental needs. Resources are appropriately maintained to ensure they are safe for children's use. The organisation of the room enables children to explore their environment in a safe manner, moving freely from activity to activity. Toys stored on low units enable children to select activities without hazard. This encourages children to make their own choices and supports them in becoming independent learners.

The staff's sound understanding of child protection is sufficient to ensure they protect children from harm. They are aware of what to do if they have concerns about a child and follow appropriate procedures to safeguard children's well-being. Staff are aware of recent changes regarding the Local Safeguarding Children Board, although they await up to date documentation about this. The appropriate recruitment and vetting procedures contributes to ensuring staff caring for children are suitable to do so.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The children are happy and settled in a warm and welcoming environment. The staff are very friendly and this contributes to creating a relaxing atmosphere where children feel secure. Children's work, posters and organisation of play equipment contributes to this welcoming feel and creates a stimulating environment for children to learn.

Children access a good range of resources, which supports their developmental needs. Children become engrossed and interested in their play and enjoy what they do. For example, a number of three-year-old children enthusiastically make passports and others enjoy a matching game. Children's independence skills develop as they make their own choices in play and they confidently suggest their ideas. For example, a four-year-old child suggests making a boat. Staff support this and provide a range of materials, wool, paper and cardboard tubes for the child to complete the task.

There are positive relationships between the staff and children. Staff are actively involved in children's play. They use this time to get to know the children and to support and encourage their development. Staff ask appropriate questions to encourage children to use their initiative and to support their development, such as what will happen?, how many? and can you?. Staff observe children and use their findings to monitor children's progress and development, using record systems appropriate for their ages. Staff's knowledge of the children enables them to appropriately meet children's needs. They build into the daily routines sufficient time to meet these needs, for example, supporting older children to change into their uniforms for school. Through informal discussions, they assess what children can do, look at their next steps in

learning and explore ways they can plan to meet these needs. Children's relationships with each other are positive. They play well together and during snack and lunch, they enjoy interacting socially with each other.

To support children's learning and to extend their experiences, staff plan a varied curriculum according to children's ages and stages of development. For example, for the younger children they are beginning to use the 'Birth to three matters framework' and for older children the 'Curriculum guidance for the foundation stage.' Through training, staff's knowledge of the 'Birth to three matters framework' is basic. Although, they understand what benefits it provides to children. Staff have begun to incorporate the framework into their plans and children's developmental records, although some aspects are still developing.

Nursery Education:

The quality of teaching and learning is satisfactory. Staff have a sound understanding of the 'Curriculum guidance for the foundation stage' and this enables them to plan an appropriate curriculum to support children's learning and development. Staff work closely with an advisory teacher and attend training to increase their knowledge of the foundation stage. Through planning and continuous provision, children access a wide range of activities across all areas of the curriculum. Children are happy, enthusiastic, interested and motivated learners and are involved in play throughout the session. For example, a group of children eagerly join in a game, others enjoy making their own passports and another group play imaginatively with the animals.

Children have positive relationships with the staff and each other. Staff are involved in children's play. They have sound teaching methods and this enables them to appropriately support and encourage children's development. For example, staff appropriately question children to encourage them to think for themselves, developing their initiative and inquisitive skills. Through observing children's play, staff know what children can achieve and use this to monitor their progress towards the stepping-stones. Through staff discussions, they identify children's next steps in learning and explore ways to plan for this. However, these systems are very informal and written records lack information about what is in place to secure children's individual development needs.

Children make sound progress towards the stepping-stones, given their capabilities and starting points. Children are confident speakers and they engage easily in conversations with staff and other children. Children talk about their own experiences within the group, for instance, children talk about their holidays and they eagerly contribute to story sessions. Children's early reading skills develop as children enjoy looking at a varied range of books. They listen well to stories and through practical activities begin to recognise print in the environment, for example, through labels and name cards. Children access a varied range of activities to support their early writing skills. They enjoy mark-making activities; they devise shopping lists and draw letters and shapes in the sand. Activities support older children to write their names and by introducing phonics, older children begin to link sounds to letters. Children's mathematical skills develop. They use a varied range of mathematical language during play, such as big and little. They sing songs about number and enjoy games that involve counting. For example, children count spots on dice and the number of spaces they move during a game. Children match and sort in different ways, for example, some children match pictures on a game and

other children match pieces of fruit together. Children's knowledge and understanding of the world is developing. They talk about their holidays and other countries. Through activities and access to resources providing positive images of others, children develop some awareness of diversity. They enjoy activities that involve celebrating religious festivals, such as Eid and Chinese New Year. However, children's opportunities to go on outings and walks in the local community or for visitors to attend the setting to support the curriculum programme are less frequent. Children are inquisitive and curious learners. They ask questions, explore their immediate environment and take an interest in living things. For example, children plant seeds and help to care for them as they grow. Their understanding of how things work develops, they access resources that encourage them to use early technology. For instance, children use the computer, walkie-talkies and the digital camera. Children use their imagination well, they enjoy role-play activities, such as playing in the home corner. The children explore a varied range of media, texture, music and art activities to develop their creativity. This supports children in expressing their feelings and ideas. For example, children use art materials to take the lead in making a boat, palm trees and flowers, developing children's self-expression. Children's physical skills are developing. Children play outdoors, ride bikes, climb slides, throw balls and run. They move to music in different ways and enjoy taking part in ring games. They explore their environment and develop their awareness of space as they manoeuvre around obstacles. Children use a varied range of smaller tools and equipment to develop their coordination skills. For instance, children use scissors and they build and construct with building blocks. Their personal, social and emotional skills develop. They have positive relationships with others. Children play well together and they behave well. Children are happy, secure and settled in their environment and this contributes to them having a positive approach to learning.

Helping children make a positive contribution

The provision is satisfactory.

The staff's positive approach to managing children's behaviour results in the children behaving well. The children respond well to the praise they receive from staff. They take pride in what they do, for example, children are eager to show staff their artwork. Through established routines and consistent boundaries, children develop an understanding of right from wrong and know what is expected of them. Children play well together, sharing and taking turns during play. For instance, children wait patiently for their turn during a game.

The children's self-esteem is positive and they are confident to contribute their own ideas. For example, children suggest play activities and they make their own choices in play through selecting resources. This supports children in becoming independent learners. The children's awareness of the wider society develops. Through practical activities, children enjoy celebrating a varied range of religious and cultural festivals. Children access a varied range of resources that provide positive images of all groups of people in society. This supports children in having a positive self-image and contributes to them developing a respect for others.

Staff know the children well and this enables them to appropriately meet their individual needs. Staff organise the day to ensure they meet these needs, for example, allowing time for children to have snack and time for quieter relaxing play. This provides continuity for children and results in children feeling settled and secure in their environment. Through the group's written policies,

procedures, and experience of the staff there are systems to support children with disabilities, learning difficulties and children who speak English as an additional language.

Relationships between staff and parents are positive and they work sufficiently well together to appropriately meet children's needs. Staff share and exchange information with parents about their child's day. The staff are working hard to encourage parents to become involved in the setting and as a result, more parents take an active role in the committee. Appropriate policies, procedures, parent's notice boards and the group prospectus demonstrate to parents the service provided for children. Through questionnaires, parents are able to share their ideas about the provision, although staff receive little response from these. However, during the inspection some parents shared verbally their experiences of the group. Parent's comments were positive, including parents appreciating the friendliness of staff and the range of activities available to their children.

Nursery Education:

The partnership with parents and carers is satisfactory. The positive relationship between staff and parents contributes to them working together to support children's learning and development. Through newsletters, coffee mornings and the displaying of activity planning, parents are aware of the curriculum programme in place for their child. Staff encourage parents to contribute to their child's learning and many bring items to the group to support current themes. For example, children bring photographs of their holidays to share with the other children. Children's developmental records are available for parents to see. On starting the setting, parents share what they know about their child. Although, this is generally about their likes, dislikes and routines rather than their development linked to the foundation stage. This lack of information limits staff to build on what children already know, when they are planning children's development and next steps in learning. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

The organisation of the group is good. Staff utilise space well, organising the room into different areas of play to support children's development. This enables children to move freely from activity to activity, encouraging them to make their own choices. This supports children in becoming independent. For instance, children select from resources stored on low units. Staff work well as a team and this contributes to the smooth operation of the day. Staff provide consistent care for children and use their time well to meet children's individual needs. Staff ensure sufficient adults are on duty to care for the children and there are contingency plans to cover for illness. However, there is an insufficient number of qualified staff at the group. This is a breach in regulation. However, through staff training programmes, recruitment plans, support from external agencies and experience of staff, children's well-being, care and welfare needs are not compromised.

There is a commitment to develop the service provided for children, for example, the group work towards a quality assurance award. Staff access a varied range of training courses to

extend their knowledge, skills and experience. They use training to evaluate what they offer children and to explore ways to enhance experiences for them.

There is appropriate documentation in place that meets regulations requirements. This contributes to the safe management of the group and promotes children's well-being. For example, sufficient information recorded on the children ensures they are appropriately cared for. Satisfactory recruitment and vetting procedures ensures staff are suitable to care for children. Through recent changes at the group, staff have worked hard to ensure that the care for children remains consistent. However, following these changes, systems for staff to deputise in the absence of the manager are insufficient, including inductions programmes to ensure staff are fully aware of their roles and responsibilities.

Nursery Education:

The leadership and management of the group is satisfactory. The staff are open to ideas and suggestions to develop the education programme, therefore, enhancing opportunities for children. They work closely with the school and advisory teacher to look at ways to do this. During recent changes at the group staff remain motivated and enthusiastic about their work. They have a commitment to developing the service for children, as well as their own personal development. Staff appraisal systems enable staff to explore what qualities they bring to the group and they assist staff in looking at future training plans. Staff use staff meetings, training, children's development records, planning and the evaluation of activities to identify any gaps in the curriculum. However, when recording their evaluations staff need to remain focused to ensure they look at whether children learn what they intend. Staff are positive in their approach and through training programmes and commitment to develop, opportunities for children to learn continue to improve. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection, the provider agreed to improve the group's prospectus and staff's knowledge of child protection issues. The prospectus includes a number of procedures and outlines the service provided for children. The person responsible for dealing with child protection concerns attended training, this contributes to staff appropriately protecting children from harm. However, following recent staff changes, the person most knowledgeable about child protection has left. Although, planned training programmes for current staff ensures these skills and expertise remain at the group, contributing to safeguarding children. In regard to the education programme the provider agreed to develop opportunities for children to use their imagination, explore how things work and to look at ways to develop older children's mathematical and pre-writing skills. Through activity planning staff provide opportunities for children across the curriculum, positively promoting their learning and development in all areas.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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

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 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):

- ensure qualification requirements are met
- develop systems for ensuring staff are able to deputise in the absence of a manager, including development of appropriate induction programmes

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):

- explore ways to encourage parents to contribute in meaningful ways what they know about their child's learning and development
- look at ways to incorporate children's next steps into their developmental records and how they are used to inform future plans.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk