



Holy Family Playgroup and Out of School Provision

Inspection report for early years provision

Unique Reference Number 309843
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Inspector Lesley Sharples

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Type of inspection Integrated
Type of care Sessional care, Out of School 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

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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 good.

WHAT SORT OF SETTING IS IT?

Holy Family Playgroup and Out of School Club opened in 1971. The manager is the registered provider. It is situated in the north shore area of Blackpool and operates from a separate church hall building. The accommodation comprises of two large halls which can be opened into one large room and a separate room at the rear of the building. There are associated facilities of a kitchen, both gender and disabled toilet facilities. An enclosed adjacent outdoor play area is sited to the rear of the

building.

Registration is for total of 30 children attending seasonal care age from two years to under five years and 40 children attending out of school care age from four years to under eight years. There are currently 131 children on roll, of whom 41 attend the pre-school with 20 children receiving funded nursery education. There are a total of 90 children attending the out of school provision. Children attend for a variety of sessions throughout the week.

The provision opens each weekday throughout the year, providing pre-school and out of school care sessions and a play scheme during school holidays. Pre-school sessions are daily from 09.15 until 12.45 and two afternoons from 13.15 until 15.00 term time only. The out of school club sessions are from 07.45 until 08.50 and 15.15 until 17.45. The setting supports children who have learning difficulties and none for whom English is an additional language.

There is a staff team of 10, led by a qualified and experienced manager, eight of these are qualified or trained. The setting receives support from the local authority for all its services. The setting is a member of 4Children, the professional organisation for out of school care, and has gained their quality assurance award Aiming High. Membership of the British Association of Early Childhood Education is retained.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Young children are learning effectively about being healthy through their daily routine because staff promote good hygiene practices within the pre-school. Part of this practice is teaching children to learn the techniques for thorough hand washing. Children see a diagram on display by the sink and demonstrate how they wash their hands using actions, such as a bird flying to wash between their fingers, so they clean them thoroughly. Children also understand when asked, why hand washing is important and respond confidently 'to get rid of germs'. This teaches children efficiently and prevents the spread of infection. However, this is not implemented consistently in practice within the out of school provision when children arrive from school and commence making their own snack. This means that healthy routines are not enforced with older children so they learn effective self care habits.

Procedures implemented by staff minimise the risk of infection to children as the sick child policy is shared with parents. Staff are aware of recent changes to the guidance but the policy does not reflect this. Children's well-being is protected because a number of staff hold certificates in first aid and basic food hygiene in line with current guidance. This means that they can prepare food hygienically and offer advice and support in case of accidents or illness and this was seen in practice during the inspection when procedures were followed. Children's health is protected by the careful way systems and documentation are in place to protect them regarding the administration of medication. Full information is gained regarding any medical

conditions and instructions for staff and reviews undertaken. Accident records are not all signed by parents to evidence they have been informed.

Children have their health and dietary needs met because staff use information from parents effectively to meet their individual dietary needs. This means that children's dietary requirements and preferences are adhered to at all times. Children enjoy having their breakfast and snacks in small groups. They are provided with place mats with their names for each child within the pre-school and this assists with hygiene practice, alongside using anti bacterial spray to wipe the tables prior to use. Staff provide a range of healthy and nutritious snacks and meals. Fruit and nutritious snacks are included for pre-school children, they particularly enjoy brioche and banana. There is a member of staff who comes into the setting specifically to prepare breakfast and snacks and has responsibility for planning and shopping for a healthy diet. Children have sufficient access to drinking water, as it is made available within the rooms and outside. This helps promote children's good health and aids the development of both physical and mental growth.

Children are looked after according to their needs because staff plan the timetable flexibly and children are encouraged to rest when they are tired, ask for water when thirsty, hot or after exercise. Children enjoy an exciting and stimulating outdoor play environment where they are offered a wonderful range of activities for their physical development. They use a rope to tie to the climbing frame to 'climb mountains' have wheeled vehicles, undertake 'fun fit' following the stepping stones and get a certificate after achieving this. Music and movement also help children develop good physical control and skills. Children are mostly kept safe in the sun as some are protected by hats and sunscreen with parent's permission. There is little shade in the outdoor area but children play out for short periods early in the morning.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in welcoming, generally safe and secure indoor and outdoor environment. For example, satisfactory effective risk assessments are undertaken alongside well implemented policies and procedures to maintain children's safety and well-being. There is an exception to this as the outdoor area has some items awaiting disposal, such as a metal flagpole and concrete slabs, which could be hazardous to children. There are currently changes to the building and resources are stored in a corner of one of the halls. This does not affect space and staff have ensured the area is not accessed by children as barriers are in place to keep them safe. The setting is well ventilated in warm weather and children are able to move around with ease as space is sufficient and organised well which allows free movement between activities.

Children benefit from the provision of safe, quality furniture, equipment and wide ranging resources which are regularly checked and maintained. Resources are sufficient and of suitable design to meet the routine needs of individual children, such as suitable hard and soft size chairs and bookshelves. Children independently select some activities that are safely stored on low level shelves and in trays. Outside there is a good range of equipment for all kinds of play experiences both fixed in place and

stored in the toy store. Children's safety is reasonably assured as staff exercise vigilance to reduce accidental injury, such as undertaking emergency evacuation procedures, supervising children at all times, and having risk assessments and policy procedures for outings. Children are escorted to and from school with registers taken both times. They are accompanied with staff at the front and back of the line and keep to the wall away from the road. This ensures children learn about their own safety and well-being.

Staff clearly understand the procedures for safeguarding children regarding child protection issues. They know to about recording and reporting any concerns relating to child protection and to inform Ofsted. The designated person and deputy have undertaken training to intermediate level. The child protection statement includes relevant telephone numbers, procedures if an allegation is made against a member of staff and up to date information regarding Local Safeguarding Children Boards. All staff have read the new information so that they are familiar with the policy.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit from practitioners thorough planning and the provision of activities and play opportunities to support and develop children's all round development. Planning is linking well to the Birth to three matters framework and with the curriculum guidance for the Foundation Stage so that all areas of learning are catered for. Younger children enjoy using the same activities and resources for older children with more guidance and interaction given by practitioners. Observations are recorded which then informs planning for the two-year-olds and this means that their individual development needs are being met. Children age two years are confident and happy in their relationships with staff. They explore their environment and are fully engaged in a wide range of indoor and outdoor activities. For example, they enjoy imaginative play and malleable materials in particular. Written observations are undertaken each term, with photographs illustrating aspects of their development. They enjoy occasions for separate activities, such as stories and outdoor play as well as mixing with the older children. They benefit from being introduced to print and selecting their names upon arrival at the setting. This promotes their development in learning and communicating skills.

Older children attending the out of school provision choose freely from activities both set out and upon request. They settle to quiet or more vigorous activities according to their needs and interests. Many children take an active part in outdoor play and some self select quiet pastimes, such as reading and using the play station. They talk about current events happening in school, such as the concert, and are well supported by staff who are active listeners. Outings are undertaken which are organised to offer interest and enjoyment and this adds to the variety and range of fun activities to ensure children enjoy attending.

Nursery education

The quality of teaching and learning is good. Staff have a secure knowledge and understanding of the Foundation Stage and how young children learn, gained

through attendance on training workshops and further professional development. This is implemented well into the planning and delivery of the education. Children enjoy and are interested in the different areas of learning. They become focused, able to resist distractions and persist for some time because the learning environment and programme of activities is effectively planned to provide a balanced range of activities and experiences across the six areas of learning. Teaching methods, expectations and questions challenge and support children to achieve as much as they can. Children ask questions also, to further their understanding and use their initiative, for example, asking how the tape measure works.

Children's behaviour is effectively managed by staff through positive intervention, such as consistent praise and an even balance of strong and quiet voices from different staff. This gives them independence and responsibility for their actions. They behave well and relate well to their peers, staff and visitors and manners are encouraged at all times. Children learn to share and take turns through which they learn to value and respect the feelings of others. They also understand the differences between right and wrong and to listen to others politely. This promotes their confidence and self-esteem and helps them to succeed. This is illustrated by the supportive teaching in helping children describe their artwork as part of the concert for parents being rehearsed on the stage.

Staff work hard to offer children a balance of adult led and self initiated activities. They use innovative methods to teach, for instance, during circle time when children tell the doll about their new school and the name of their teacher.

Practitioners know about children's attainment on entry by using a base line assessment form to gather information from observations but this does not include parent's input. They also include information gathered from Birth to three observations to extend learning. Observations are ongoing as well as full ones each term written by the child's key worker. These identify the learning outcome and which stepping stone the child has achieved. Information gained from assessments is used to help move children to the next stage in their learning so that opportunities are offered to focus on the learning need. Practitioners have worked very hard to design colour coded and effective assessment recording. This ensures they make good progress through the stepping stones and gives a very clear picture of attainments.

Children continue to be excited and motivated to learn. They are confident when speaking in a familiar group as well as on the stage using a microphone and when rehearsing their songs. They are able to sit quietly when appropriate and form a line. They are able to describe what they have been playing with, for example, 'building with bricks using a hammer' Children interact well with others. They take turns in conversations, are absorbed in stories and sustain attentive listening as well as contributing. They look intently at books and offer a narrative to the story, pointing at pictures. They enjoy acting out the story of a frog 'Hungry Harry' and act as the insects, such as worms, dragon fly, snail and caterpillar. They make the movements of the creature as the story is told and also have short speaking parts, so they know about the sequence of events in the story. They are using their developing literacy skills by having fun with written language through a variety of mark making opportunities in their play, for example, an office environment with diaries, telephone and catalogues. They can write their names, mostly with recognisable letters. They

use pencil and hold it correctly as well as large marker pens when using wipe boards and write on the lines with control.

Children count the number present, with the practitioner, counting by rote up to 25. They are able to calculate when subtracting and adding to and can use words more or less. For instance, they sing songs subtracting the number of ducks one by one, in reverse. Children show a healthy interest in the world about them. They gain real pleasure from exploration and investigation of objects. They use their senses to find out about and identify some features of living things and objects. For example, they handle frogs and play at a table with trays containing fascinating items relating to the beach. They look closely at shells and note differences as well as being able to describe the species of fish 'it is an angel fish because of the rod on its head'.

Children build and construct with wide ranging objects. They use their designing and making skills selecting appropriate resources to create in two and three dimensions on both large and small scale. They select tools they need to shape, assemble and join materials they are using, for instance sticky tape and glue. They are adept in constructing, using blocks at complex angles to create a pyramid. Children find out about and identify the use of everyday technology and are learning through computer programmes and managing the mouse. They are fascinated when watching how the printer cartridge is changed so that their drawings can be recreated when pressing a button. One child uses the microwave to cook a dish he has made and turns it on making beep sounds to indicate when ready.

Children have a strong sense of place. They are regularly taken out into their local community, such as the beach and on a tram to find out about and identify features in the place they live. They reinforce this learning by doing related activities ,such as drawing tracks to help with pencil control. They are also learning of the wider world as they sing songs in French and have access to resources in their every day play. Outdoor activities help children move with confidence, imagination and with control and coordination. They travel around, under, over and use balancing and climbing equipment. They balance and use steps to move along a path outdoors and use a rope to go mountain climbing on the activity frame. Children are enthusiastic in exploring media and materials, they use water in buckets and large brushes and rollers outdoors to paint on walls and on the ground. They paint at easels using colour and in making paper hats of animals which they proudly wear.

Parent's are involved in their children's learning to some extent by the use of homework books. Practitioners include a letter to explain about not putting children under pressure and the reasons for it. Children each have a school bag with a book to read and a book for doing aspects of writing and drawing. However these are not fully used to their potential by encouraging parent's of what children are doing in the setting and how they can reinforce this within the home. Parents are though, invited to contribute to the pre school profile which indicates effective sharing of information and ensures children's learning is appropriate. The assessment work is very impressive using many illustrative photos and descriptive honest observations. Practitioners also complete extremely informative and attractive reports for children prior to them leaving the provision. They are easy to read and tell parents what their child has achieved and photographs illustrate areas of play.

Helping children make a positive contribution

The provision is good.

The equal opportunities policy is understood and implemented by staff and shared with parents. As a result, staff ensure children are treated with equal concern and respect. The group are committed to helping to provide equality of opportunity for all children and their families. The policy reflects in admissions, curriculum, special needs, food and drink, and employment. The staff understand the policy and children are encouraged to participate in all activities. Children gain a positive view and understanding of diversity as staff provide a selection of meaningful activities and resources. For example, they have access to appropriate imaginative play clothes, books and musical instruments. The home corner has also been set up to correspond with themes such as a Chinese restaurant when celebrating Chinese New Year. Support for children with learning difficulties is successfully focussed on the settings Special education needs policy. Designated staff have had training on the revised Code of Practice and they know how to signpost parents to appropriate professional advice if necessary. There are strong links with other professionals so that the implementation of requirements with action plan plus is supported. As a result, children's special needs are effectively met.

Positive interactions from staff promote children's self-esteem. Children receive ongoing praise and encouragement for their efforts for example, for expressing good manners and achieving a lovely painting. As a result, children learn right from wrong and behave well. Strong relationships with the staff ensure the children develop self confidence and healthy self-esteem. There is a comprehensive policy in place. Staff are aware of the procedures for recording any incident relating to physical restraint but there is no reference to this in the procedures. Good behaviour is promoted and children are encouraged to share and take turns. Children are involved in defining the boundaries as they help to draw up some basic ground rules in the out of school provision. This ensures they feel involved and as a result they take responsibility for their behaviour.

Partnership with parents is good. Children benefit from continuity of care between home and the setting because staff work in partnership with parents to meet the needs of the children. Parents are kept informed about their children because the staff share ongoing information with them through daily discussion, an informative notice board, open mornings and newsletters. There is a parent pack containing policies and relevant information about pre-school life. Parent's who are on the committee speak in very positive terms about the provision. There are representatives covering both pre-school and out of school and meetings are held regularly. Parent's comments are invited in a variety of means, such as questionnaires and open mornings, so that any comments both positive and negative can influence future practice. The staff communicate regularly with parents at collection time. Conversations are focussed upon the children's needs, preferences and experiences. Parents receive good quality information about their child's progress and achievements on a regular basis, both verbally and in writing and are invited to contribute to assessment which provides the basis for helping individual children to make progress.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

The staff team, most of whom hold relevant early years qualifications, plan a quality activity programme to suit children of varying ages to support their learning needs. Recruitment and vetting procedures are sound, there is a clear understanding of the requirements for appointing and vetting staff who are suitable and have the knowledge and understanding to promote children's development in all areas. Induction procedures are not formalised to ensure staff are fully aware of all practice and procedures. The adult-child ratio positively supports children's care, learning and play. Space is well organised to maximise opportunities for all round development. Staff are deployed effectively and children grouped to contribute and promote their health, safety, enjoyment and ability to take an active part in the setting.

The required documentation is organised and stored to ensure confidentiality. For example, children's records hold relevant information so that staff can meet individual needs and are locked in the office area. This contributes to the efficient operation of the setting and meets regulatory requirements.

The leadership and management within the setting is good. The manager has a clear vision for the nursery education with a strong focus on team work and in ensuring the personal development and achievement of all children is worked towards. This is demonstrated by a very strong commitment to leading by example and supporting children as individuals to help them achieve to their full potential. This means that staff share a common understanding of good practice which benefits all the children receiving early education.

Staff are appropriately trained and areas for development are identified so that they continue developing their knowledge and skills. This in particular, contributes to the staff's knowledge and children's progress in Birth to three matters. The manager has considerable experience and is qualified to Higher National Certificate and works with two deputies who are qualified. There is a consistent and committed staff team who fully understand their roles and responsibilities.

The manager effectively set clear directions, leading to improvements in the organisation of nursery education and the outcomes for children through evaluative practice, as a result, children's learning is suitably enhanced.

The manager, alongside her team, effectively monitor and evaluate practice and the curriculum to identify strengths and areas for improvement by taking advice and implementing new initiatives in observing and assessing children's learning. Consequently, it is appropriate for the ages and stages of development of the children. Self evaluation has identified planning as an area to improve so that it links better with assessment and this is also recognised by the inspector.

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 it was agreed to develop the risk assessment identifying daily actions to be taken to minimise risks, including the chairs. There was also the requirement to implement a system to record any incident of physical restraint and to review the medication procedures to include emergency consent from parents.

All improvements have been implemented with the exception of revising the policy on managing behaviour regarding physical intervention. There is now a form designed to record any such incidents. The chairs have been moved to another room and the existing chairs are stacked safely. The documentation in relation to medication is thorough, meets requirements and parental consent is held on record regarding emergency treatment. This means that children are safer and procedures have been updated to reflect the guidance.

Overall, the provision meets the needs of the range of the children for whom it provides.

Complaints since the last inspection

There have been no complaints made to Ofsted since 1 April 2004.

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 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):

- ensure all accident records are signed by parents to evidence they have been informed
- ensure consistent hygiene practice for older children in regard to hand washing

- maintain the outdoor safely by removing hazards that are awaiting disposal
- revise policies and procedures in relation to sick children regarding the recent changes in the guidance, managing behaviour in relation to physical intervention, and induction.

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):

- continue to evaluate the planning so that linking to assessment is improved
- encourage parents as educators by more involvement in their children's learning.

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