



Springville Pre-School Playgroup

Inspection report for early years provision

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Type of inspection	Integrated
Type of care	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.

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?

Springville Pre-School Playgroup has been registered since 1993, providing sessional care for the local and surrounding areas. It is located in an urban area of Hessle, on the outskirts of Kingston-Upon-Hull. The playgroup is privately owned and managed on a day-to-day basis by the two joint owners. The group operates from the Springville Methodist Church building and has use of one main play room, an adjoining room used by the church for worship, the kitchen, toilet facilities and an

enclosed outdoor play area.

There are currently 51 children on roll aged between 2- and 5-years-old. This includes 25 children in receipt of nursery education funding. The group supports children who have special educational needs and those who are learning English as an additional language. The playgroup is open for 8 sessions each week during local school term times. This includes 5 morning sessions, Monday to Friday, and 3 afternoon sessions on Monday, Tuesday and Wednesday. Morning sessions are from 09.15 to 11.45 and afternoon sessions from 12.45 to 15.15.

Nine members of staff work with the children. Five have recognised qualifications in childcare, three are working towards this, and one is unqualified. They receive support from the Local Authority development workers. The playgroup is a member of the Pre-School Learning Alliance (PLA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are kept healthy because they are cared for in an environment where they learn the importance of good hygiene and personal care. Staff set a good example as they follow effective procedures and practices in their daily routines. For example, they routinely clean the tables before food is served and ensure the toys are cleaned on a regular basis. The children know they need to wash their hands before eating and after toileting, and staff are vigilant in encouraging them to do so at all times. For example, notices are thoughtfully displayed in the toilet area to remind the children of this. The provision for hand washing before the children have their snack, however, is not sufficiently effective as the system of using one bowl of water for all the children poses a potential risk of cross infection.

Children learn about the importance of a healthy diet. They are offered a choice of drink and fresh fruit to eat at snack time and staff talk to them about which foods are good for them. They also take part in planned activities, such as making fruit cocktails, which raises their awareness of healthy eating in a meaningful way. Staff are well informed about the children's individual preferences and dietary needs, and effectively take these into account when providing snacks to ensure they remain healthy.

Children take part in a very good range of physical activities that contribute to a healthy lifestyle and help them to develop a positive attitude towards physical exercise. For example, they are able to use the good sized outdoor area on a regular basis when they demonstrate self confidence in their physical skills, such as successfully negotiating a pathway as they run and chase each other. They enthusiastically join in with parachute games. The youngest children, in particular, respond with delight to this activity as they run underneath the parachute when their name is called. They all thoroughly enjoy listening to music and movement tapes when they carefully match their actions to the instructions. They have a good

understanding of the effect that exercise has on their bodies. For example, they sit and rest according to their needs after taking part in physical activities and know how to make themselves comfortable by removing items of clothing, such as their jumper when they become too hot.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in well maintained premises, which are organised effectively to provide for a variety of learning opportunities. The play room is welcoming and has posters and examples of the children's art work displayed, which help to make it a stimulating environment and shows their efforts are valued and appreciated.

Children's risk of accidental injury is minimised effectively in the well organised setting, which has effective safety and security precautions in most areas. All areas and equipment are maintained to good standards and staff use risk assessments to reduce potential hazards. They check all areas before the children arrive each day and ensure all necessary precautions are taken, and they follow effective procedures to ensure the premises are kept secure during the sessions. Staff have a good understanding of how to achieve a balance between freedom and setting safe limits and how to help the children learn to take responsibility for keeping themselves and others safe. For example, they skilfully explain safe practices to them, such as why they need to tidy the toys away after use to prevent trips and falls, and why they need to carry their chairs safely so as not to injure themselves or others. They regularly practice the group's emergency evacuation procedures with the children to ensure they know what to do in the event of a fire.

Children use a good range of well maintained toys and resources that are appropriate to their age and stage of development. These are well organised and made easily accessible to the children to encourage them to make choices and develop their independence. The children are interested in the resources and use these well to support their play and learning. For example, they use the role play resources imaginatively as they dress up and act out both real and imagined situations.

Children are well protected by staff who have a clear understanding of most areas of the group's policies and procedures in regard to protecting children from possible abuse. They all attend training in child protection, have a good understanding of their responsibilities and know what to do if they have concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the pre-school and make good progress because staff have a good understanding of the age and stage of development of the children who attend. Children between the ages of 2- and 3-years-old are confident in their relationships with the staff. They play happily together and with adults as they enjoy

using resources, such as small world equipment, dolls, and construction toys. They develop a sense of belonging as they learn about the group's routines. For example, they learn to find their name card on arrival and post it in the box, choose a mat to sit on at story time and they develop their independence as they learn to pour out their own drinks at snack time. Staff provide them with a good range of experiences, which enables them to make sense of the world and express their ideas. For example, they explore different textures such as shaving foam, dough and sand, and use pencils to develop their mark making skills. Musical activities such as singing, stories and rhymes all contribute significantly to their developing communication skills. Those who are new to the pre-school are helped to settle by staff who are sensitive towards their individual needs.

Nursery Education

The quality of teaching and learning is good. Staff use their sound knowledge of the Foundation Stage to provide a range of interesting activities across the six areas of learning. A good balance of free play and focused activities is offered during the first part of the daily session, when staff use resources and questioning effectively to stimulate and support the children's imagination and extend their learning. Assessment systems are in place, which link clearly to the Foundation Stage curriculum. Records of the children's progress are detailed and include written observations of the children's responses to activities and examples of their work. This effectively helps the staff to chart the children's progress along the stepping stones and use this information to plan for the next steps in their learning. However, staff do not always plan whole group activities, such as story and organised physical play, which takes place during the second half of the session, effectively. As a result the children do not always listen to the staff's instructions and are sometimes distracted by the younger children in the group.

Both the 3- and 4-year-olds are confident in their interaction with staff and their peers, and join in enthusiastically with the activities. For example, they describe in great detail what they are doing during role play as they pretend to go on a journey to the shops. They are self assured in their play and confident to try new experiences, such as helping to make an Easter display when as part of this they make a nest using straw. They show an interest in stories and become engrossed as they use the computer to listen to the story of Goldilocks and the three bears. All children use marks readily to represent their ideas. For example, they draw recognisable pictures, and the more able children are able to write their own name and other familiar words, which they do so confidently on their work. They confidently recognise their own name as they self register on arrival.

Children use their imagination very well. For example, they confidently match their movements to action rhymes, such as "sleeping bunnies" when they curl up and pretend to be asleep. They act out domestic situations in the role play area as they take care of the dolls and thoroughly enjoy using the dressing up clothes as they pretend to be to be a fairy or a fire-fighter. They use resources very well to support their play at these times. For example, they use long cardboard tubes to represent a hose as they pretend to put out a fire. They show great interest in the environment, the world around them and how things work. For example, they find insects in the outdoor area and observe what happens when they plant fruit pips. They make

"snow" from a mixture of soap flakes and water and observe the changes that take place during baking activities when they make meringues. They demonstrate a very good understanding of information technology as they confidently and independently use the computer to successfully complete a number of programmes. They show independence as they attempt to put on their own coats, decide what they want to play with and pour their own drinks at snack time.

Both the 3- and 4-year-olds demonstrate a very good understanding of various number operations. For example, they confidently and reliably count in excess of 20 as they find out how many socks they have as they use these during a parachute game. They show delight as they confidently count backwards from 10 and they use size language correctly as they identify which clothes will fit the various dolls as they play in the role play area. They demonstrate good spatial awareness as they complete jigsaws of increasing difficulty. Their physical skills are developing very well. They work cooperatively as they use the parachute, successfully negotiate a pathway as they run and chase each other in the outdoor area and move their bodies in a number of ways with very good control. For example, they thoroughly enjoy taking part in the Sticky Kids music and movement tapes when they confidently walk on their tiptoes, skip, gallop, crouch down low and jump up high. They confidently use pencils to write their names, forming the letters correctly, show good control as they manipulate dough and carefully use a jug to pour their own drinks.

Helping children make a positive contribution

The provision is good.

All children are warmly welcomed into the provision. Staff recognise each child as an individual and work well with their parents to meet their needs. Staff ensure that resources and activities positively represent the children who attend as well as the wider world. For example, the children have very good opportunities to learn about the climate in different countries as they recreate a desert using the sand tray and learn about the animals that live in the North and South Pole. They celebrate festivals, such as Hanukah and Diwali, dress up in saris and make a collage display of children from around the world. They become increasingly aware of their own customs and local community as they dress up and act out a wedding ceremony, and learn about the local annual fair as they make representative models of the rides. They take part in a nativity play in the church at Christmas, visit the nearby supermarket and celebrate Easter as they join in with activities, such as making a card. This positive approach fosters children's spiritual, moral, social and cultural development well.

Overall the children behave very well. Staff are very good role models for the children to follow as they are very patient and caring in their approach. They support the younger children well in sharing and turn taking and have high expectations and set consistent boundaries for the 3- to 4-year-olds. This helps them learn to negotiate with others and take responsibility for their own behaviour. Children's understanding of right and wrong is fostered as they respond to gentle reminders to follow the codes for working within the group and to take care of the resources and each other.

Friendly relationships and effective verbal communication is evident between the staff and the parents. Staff know the families well, which contributes to the children's well-being in the setting. Information about the children's care needs is sought before the child starts at the group and parents receive regular information about forthcoming activities. For example, they are provided with an informative leaflet when the placement begins, notices are routinely displayed about forthcoming activities and letters sent out regularly to update parents on any issues, such as health. The partnership with parents of children who receive nursery education is good. Staff talk to the parents to find out what the children can do and actively encourage them to be involved in their child's learning. For example, they are kept well informed of the current topic so that they can bring in objects related to this and they are encouraged to help their children extend their learning at home through activities, such as decorating a paper plate together.

Organisation

The organisation is satisfactory.

The premises are welcoming and organised effectively. This maximises play opportunities for the children and means they are able to move around confidently and independently, and initiate their own play and learning.

The leadership and management of the nursery education is good and promotes the children's learning very effectively. Most staff have early years qualifications and they show a commitment to developing their knowledge and improving their practice through training. They have a sound knowledge of the Foundation Stage curriculum and organise activities effectively in most areas, which means children make good progress towards the early learning goals. However, whole group activities, such as story and organised physical games are not always presented effectively, which means the children are not always able to sustain their concentration at these times.

Adult to child ratios are met well and staff work effectively together as a team. Written policies and procedures are in place. These cover most areas and on the whole contribute effectively to the children's health, safety and well-being. However, the pre-school failed to meet a regulation under Standard 2 of the National Standards as there is no written statement in place that details the procedure to be followed in the event of a child being lost. In addition the child protection policy does not detail the procedure to be followed in the event of an allegation being made against a member of staff and there is no system in place to record any complaints that may be received about the service. All legally required documentation, such as accident, medication and attendance records is in place and is stored securely to maintain confidentiality.

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

Improvements since the last inspection

At the last inspection it was recommended that staff improve their knowledge of child protection issues and provide more opportunities for children to develop their personal independence skills, ability to write their own names and understanding of

simple addition when two groups of objects are combined. It was also recommended that staff continue to develop their knowledge and understanding of the early learning goals and regularly assess the strengths and weaknesses of the overall provision of the playgroup.

All staff have attended training in child protection and they now provide regular opportunities to encourage the children to develop their independence through activities, such as pouring their own drinks at snack time. They now routinely encourage the children to attempt to write their own names on their work and regularly include focused activities during the sessions to help the children learn about simple calculation. Information about the Foundation Stage and the six areas of learning is displayed in the play room to raise staff's awareness and help them support the children's learning and the effectiveness of provision is now regularly assessed and monitored through staff meetings. The improvements have added significantly to the children's learning and their safety and well-being within the setting.

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 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):

- improve the provision for children's hand washing before snack time
- ensure there is a written statement detailing the procedure to be followed in the event of a child being lost
- ensure the child protection policy details the procedure to be followed in the event of an allegation being made against a member of staff or volunteer

- devise a system to record any complaints that may be received about the service

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):

- improve the organisation of large group activities, such as story and physical play to ensure the children maintain their interest and concentration, and are not distracted by the needs of the younger children at these times.

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