



## **Bristowe Street Playgroup**

Inspection report for early years provision

<b>Unique Reference Number</b>	500027
<b>Inspection date</b>	26 April 2006
<b>Inspector</b>	Angela Cuffe / Kay Margaret Armstrong
<b>Setting Address</b>	14 Bristowe Street, Clayton, Manchester, Lancashire, M11 4LW
<b>Telephone number</b>	0161 220 9895
<b>E-mail</b>	
<b>Registered person</b>	Janice Tattersall
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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](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?

Bristowe Street Day Care has been registered since 1989 and operates from three rooms in a converted detached house. It is situated in a residential area in Clayton, Manchester. A maximum of 17 children may attend at any one time. The playgroup is open each weekday from 09.15 to 14.45 term time only. All children share access to a secure enclosed outdoor play area.

There are currently 14 children aged from 2 to under 5 years on roll. Of these 12

children receive funding for nursery education. Children come from the local area. The playgroup supports children with special needs and children who speak English as an additional language.

The playgroup employs four staff. Two of the staff, including the manager hold appropriate early years qualifications. Two staff are working towards a qualification. The setting receives support from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are protected from the spread of infection as good hygiene procedures are in place. Toilets and play areas are kept clean and there are satisfactory food hygiene practices within the kitchen. The clear sickness policy is implemented and understood by parents and staff, as are the procedures for administering medication and first aid, therefore promoting children's health and well-being.

Children demonstrate an understanding of keeping themselves healthy. They carefully wash their hands using the soap dispensers with appropriate levels of staff support. They are also able to point out healthy foods, such as fruit and vegetables from the home area and discuss healthy food at snack time. Staff are aware of, and cater for, children's individual dietary needs. However, children do not have access to fresh drinking water. Staff communicate closely with parents to ensure that young children's routines are followed. Written and verbal information regarding the children is shared with parents on a daily basis.

Regular and varied physical activities allow children to develop their large muscle and physical skills. A healthy lifestyle is promoted for children as they are taken for regular trips to the local park and other places of interest. The play rooms are set out and accessible to the children at all times providing activities to cover all areas of large muscle development and coordination. It also takes into account other areas of learning for older and younger children, following the Foundation Stage and Birth to three matters.

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

The provision is satisfactory.

Children benefit from the warm, welcoming and mostly safe environment where they develop a sense of belonging. Children access the range of activities which are on offer to them. These are well organised and provide them with opportunities to progress in all areas of their development. Children have ample space in which to explore and make choices from the wide range of materials and resources available to them. However, the quiet area is inaccessible to the children for most of the day which restricts free access to quiet time and books.

Children are protected from harm as the staff follow the comprehensive procedures to maintain their safety. Staff are observant and vigilant while allowing children to explore. Therefore, potential hazards are minimised and children are able to develop and become independent. Children learn to keep themselves safe as they are aware of the areas they can and can't play in. However, children's safety is compromised as the fire exits are blocked, there are loose carpet strips on the floor and details of visitors to the building are not recorded. Children learn about road safety and stranger danger whilst on outings and practice fire drills on a regular basis.

The building is secure. Children's welfare is maintained as staff demonstrate a secure knowledge of the area child protection procedures and of their roles and responsibilities within them.

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

The provision is good.

Children are happy and develop confidence and self-esteem. They build secure relationships with staff and have fun together. Children are actively engaged in the activities and show interest and understanding in the large group discussions. They eagerly choose their activities and become engrossed in their play, developing good imagination and language skills. Staff make use of the Birth to three matters framework to inform their practice. Children enjoy and benefit from regular opportunities to play with sensory and natural materials. They explore dough, cornflour, dirt, water, paint and glue. Staff respond to children's interests, they interact well with them giving much needed cuddles when they are distressed or tired. During adult-led activities the children are listening to instructions intently and try to achieve with every effort. Staff are aware of the children's individual needs and meet them appropriately.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Observation takes place and is recorded in the stepping stones record book. This enables all staff to understand the learning abilities of each child attending. However, staffs limited understanding of the Foundation Stage and early learning goals means that they do not always move children on appropriately and usually rely on children's natural ability to learn through play. Children are chatty and gain confidence in speaking within a group during small group times, such as snack and large group discussions. They enthusiastically chat to adults about past events at home and at playgroup. They build close friendships, sharing ideas for play and showing each other their achievements. Children enjoy making choices from the resources on offer. They develop their independence, practice their skills and consolidate their learning. Children begin to recognise the letters in their name and are able to identify their own name card on the wall. Some children can write their name with varying degrees of support, they make marks and write for a purpose spontaneously during the play sessions. There is a good choice of resources available for them to do so. Children have their language and mathematical thinking supported at group story time. However, children do not have the opportunity to explore books independently. This limits their opportunity to

develop their reading skills.

Children make steady progress in relation to maths. They use mathematical language to describe size and shape throughout their play. They often count and can carry out simple calculations and recognise some numerals. Children develop curiosity as they explore various materials and observe changes. They build and design mainly using construction sets and have some opportunity to use technological equipment, such as a cash register, telephone and computer.

Children play creatively and develop good imaginative skills during their time in the role play area. The creative art activities are available throughout the session with a good choice of creative materials available. This enables children to develop their individual creativity or imagination in art. Children develop good coordination and large muscle skills through well-thought out and varied physical play sessions. Staff allow children to use large play resources in various ways, which presents them with further challenges.

Staff have good relationships with the children, treating them with care and respect. They work closely with parents and have a sound knowledge of the individual children. The assessment process mostly identifies the next steps for the children and is used to inform the short term plans. However, staff are unable to adapt activities or offer suitable challenges to children. Therefore, children are not provided with a range of activities which cover all areas of learning.

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

The provision is satisfactory.

Children value each other as individuals. They learn about different cultures through the activities provided and the equipment available to them. They are made aware of the wider world through regular outings and information in books. There is a selection of consistently available resources and images which positively reflect our diverse society. Children take part in and learn about various celebrations and festivals. Children express their needs naturally to enable staff to gain a better understanding and build routines. As a consequence the children are happy and settled in the playgroup. Their spiritual, moral, social and cultural development is fostered.

Good behaviour, children's efforts and achievements are acknowledged, recognised and praised appropriately. Consequently, children are confident and have high self-esteem. The staff speak positively to the children. They support and help them to understand simple rules, such as sharing and taking turns. As a result, the children behave well and interact with each other in a positive manner. They understand their boundaries and respond well to discussions and occasional reminders from the staff. Information about the children's progress is shared with the parents on a daily basis. Staff have a good knowledge of the individual children, they are particularly attentive and quickly respond to their individual needs. Staff value children and allow them to develop their own personalities. Children therefore develop a high self-esteem and treat others with care and respect.

The partnerships with parents and carers is satisfactory. Children benefit from a

positive partnership with parents. Staff value parents and share information with them in a variety of ways in order for them to meet the individual needs of the children. Information is shared with parents regarding their child's day and their development. This is effectively recorded in the stepping stones assessment book and also followed up with observation of each child and detailed recording of this. Children take work and pictures home and bring items from home relating to current themes. This effective communication between parents and staff helps to maintain consistency of care and promote children's welfare, safety and learning.

## **Organisation**

The organisation is satisfactory.

Staff work closely together as a team, creating a happy, relaxed environment in which children enjoy learning and playing together. The building is well organised affording children space to play in comfort. They benefit from adequate levels of interaction from qualified staff who are committed to providing a caring environment for them. Children's health, well-being and safety are promoted as all necessary policies and procedures are in place and followed by staff who have undergone all necessary checks and clearances.

The leadership and management of the nursery education is satisfactory. The manager and assistant work closely together and provide positive role models for the staff. They have a good understanding of the setting's strengths and weaknesses and changes are mostly implemented consistently within the playgroup. All children therefore fully benefit from initiatives, such as the implementation of the Birth to three matters framework.

The manager and staff demonstrate a strong commitment to the continuing development and improvement of the provision. They attend regular training sessions and work closely with their Early Years advisor.

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 maintain confidentiality regarding medication records, practice regular fire drills and store equipment safely.

The provider ensures that confidentiality is maintained regarding records, fire drills are practiced on a regular basis and recorded appropriately, and equipment is stored safely when not used.

## **Complaints since the last inspection**

Concerns were raised regarding National Standards 1.4 and 2.5.

The provider was asked to investigate these concerns and report back to Ofsted

within seven days. The provider reported back providing details of staff qualifications supported by relevant documentation. The provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain records of complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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The quality and standards of the nursery education are 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 children have access to fresh drinking water at all times
- ensure safety of fire doors and door strip
- ensure children have access to quiet area and books at all times.

#### **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 a clear understanding of the foundation stage to implement effective teaching and learning. Use methods that help children to learn effectively, taking account of their age and capability.

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](http://www.ofsted.gov.uk)