



# The Playcentre Pre-School Playgroup

Inspection report for early years provision

**Unique Reference Number** 512675  
**Inspection date** 16 May 2006  
**Inspector** Thecla Grant

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**Registered person** Jeanette Bartle  
**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*

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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 good. 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?

The Playcentre Pre-School Playgroup opened 41 years ago and registered with Ofsted in 2001. It operates from three rooms at Lidgett Park Methodist Church Complex in the Roundhay area of Leeds. A maximum of 40 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.00 until 12.00, during term time only. All the children share access to an enclosed outdoor play area.

There are currently 60 children aged from two-years-old to under five-years-old on roll. Of these, 38 children receive funding for early education. Children come from the local and surrounding areas.

The pre-school employs 11 members of staff. Of these, five staff members hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children stay healthy because staff effectively take steps to prevent the spread of infection by keeping the premises clean. For example, they clean tables before children eat. Children are taught simple good hygiene practices. When asked why they wash their hands, they say "you have to wash your hands when you go to the toilet." Children are well taken care of if they have an accident or become ill because staff have attended first aid training.

The children enjoy a healthy snack each day. They are encouraged to bring fruit into the pre-school, as part of a healthy eating regime and they sing a thank you song to God before having their fruit and milk. Snack time is a social time for children to enjoy each other's company.

Children happily use a wide variety of outdoor toys and equipment. They are confident and move their bodies with increasing control. They enjoy playing on the climbing frame and practice walking sideways on the balancing beam. The children enjoy music and movement, during the morning; they learn how to hop and show the teacher how high they can jump.

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

The provision is satisfactory.

Children are cared for in a welcoming and secure environment, because staff effectively monitor access to the premises and constantly supervise the children. Children happily play with a broad range of age appropriate toys and equipment, which are safe, stimulating and provide sufficient challenge. However, space is limited because of the amount of tables. Children push chairs under the table to access different areas. As a result, children learn to keep themselves safe.

The staff have a suitable understanding of the safety procedures, but this is not consistently implemented. The low electric socket in the play room has no safety cover and children easily access the convactor heater in the play room, at present this is not on. The children are taught about fire procedures through practice sessions. However, clarity of these procedures differs with regard to the gender of the children. As a result, children's individual needs are not effectively catered for.

Children are appropriately protected because staff fully understand their role in child

protection; they are able to put appropriate procedures into practice when necessary.

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

The provision is outstanding.

Children are independent in the setting; they happily play with the broad range of activities which support their language, mathematical thinking and imagination. They competently make decisions about their play and engage in activities where they can explore and investigate. Children are confident in their play from the youngest to the eldest. The two-year-old child parks her car at the pretend petrol station; she fills her tank with petrol before moving off again. As a result, younger children learn to explore and re-enact familiar scenes.

The children have a fruitful relationship with the staff and each other; they are motivated to learn, enjoy and achieve in the stimulating environment provided for them. The staff are dedicated to supporting children's development and learning. As a result, children eagerly respond to adults who show interest in what they do and say.

## **Nursery Education**

Children are making good progress through the stepping stones towards the early learning goals in all six areas of learning. They have a strong sense of belonging and separate from their main carer with confidence. They are able to use mathematical language and socialise well together. A small group of children enjoy exploring and investigating the mini beast they have found in the garden. This is extended by the staff, providing a magnifying glass so they can examine the worms and snails closely. "Which one is the biggest?" ask the staff, the three-year-old replies "this one is the biggest." She points to the larger worm; another three-year-old decides to take a few worms home and puts them into her pocket. Children grapple with new ideas and skills. A group of three-year-olds respond to simple instructions, as they pretend to take orders over the telephone. They confidently ascribe marks to meaning, as they write the orders on the order form. The children thoroughly enjoy the provision, they show keen interest in what they do and have developed confidence and self-esteem.

The quality of teaching and learning is good. The staff have a sound knowledge and understanding of the Foundation Stage and how young children learn. The methods used to teach children are effective and staff consistently extend children's learning. During the morning staff extend children's play in the flower shop by adding a mail ordering service. They provide resources to challenge and support children to achieve as much as they can. The children are truly interested. As a result, they become focused and are able to resist distractions, the activity persists for some time. Planning is in place and reflects the six areas of learning, which is implemented well into the provision. However, there are missed opportunities for children to develop a sense of community, for example, by inviting outside professionals into the setting.

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

The provision is good.

Children are effectively cared for by staff who work with parents to meet their individual needs and ensure they are fully included in the setting. Procedures to keep parents informed about the provision are good. The parents are given clear information about the pre-school and are given feedback about their children's development verbally and through record keeping. They are familiar with the policies and procedures of the setting and satisfied with the level of care provided for their child. Effective arrangements are in place for children with learning difficulties and disabilities, which staff are fully aware of.

The children confidently enter the pre-school excited to be there. They make choices to where they would like to play and are competent in their surroundings. For example, when a three-year-old finishes painting at the easel, he washes his hands in the water provided, then plays in another area. The theme is spring and growing things and staff create opportunities for children to think things out for themselves. Some children decide to make pictures for the garden; one of the three-year-olds decides to draw sunshine for the flower garden. The staff support his idea by explaining that the sunshine makes flowers grow. The children plant sunflowers and beans, some of which they take home. As a result, children feel a sense of belonging. The staff make sure children are not bored or frustrated, but are busy and contented; therefore, the children are very well behaved. Children benefit from activities and resources, which help them value diversity through the celebration of festivals and resources that positively reflect race, culture and disability. The children's spiritual, moral, social and cultural development is appropriately fostered.

The quality of partnership with parents is good. The staff involve parents with their children's education through information displayed on the parent notice board. They are given clear information about the setting through the prospectus and newsletters. Good arrangements are in place to inform parents about their child's progress and achievements through their profiles. However, these are not up to date or easily linked to the stepping stones.

## **Organisation**

The organisation is good.

All children are well cared for and supported during their time at the pre-school. Group sizes and staff deployment effectively contribute to children's good health, safety, enjoyment, achievement and ability to make a positive contribution.

Children benefit because recruitment and vetting procedures ensure children are well protected and cared for by staff with knowledge and understanding of child development. All documentation is in place, and policies and procedures are individual to the setting. However, the system for registering children's attendance on a sessional basis does not show the hours of attendance.

The quality of leadership and management is good. The manager has a clear vision

for nursery education and the personal development and achievement of all children and staff.

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

### **Improvements since the last inspection**

At the last inspection, the pre-school was asked to develop documentation to improve the organisation of care and to improve children's safety. The management has devised policies and procedures for parents and a prospectus; they have maintained groups of less than 26 and have gained information regarding the child protection committee procedures, which staff are aware of. The staff are now checked by the criminal records bureau and children cannot access the hot convector heater. As a result, the children are cared for by staff with good knowledge of the policies and procedures of the setting and are protected from hot convector heaters.

### **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 complaint 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 good. 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):

- make sure space provided for the children to play is large enough for free movement and all children effectively understand the fire procedures
- make sure gas and electrical appliances and fittings, such as low electric sockets, do not pose a hazard to children
- make sure the system for registering children's attendance on a sessional basis, shows the hours of their attendance.

### **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):

- provide opportunities for children to develop a sense of community
- make sure children's profiles are up to date and easily linked to the stepping stones.

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)