



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 503966

DfES Number: 592050

### INSPECTION DETAILS

Inspection Date	14/06/2004
Inspector Name	Margaret Patricia Mellor

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	All Saints Childwall Playgroup
Setting Address	Childwall Abbey Road Liverpool Merseyside L16 5EY

### REGISTERED PROVIDER DETAILS

Name	The Committee of The Parochial Church Council
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### ORGANISATION DETAILS

Name	The Parochial Church Council
Address	All Saints Playgroup Childwall Abbey Road Liverpool Merseyside L16 5EY

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

All Saints Playgroup was registered in August 2001 and previously operated in the Lutheran Church for over 20 years. They are a voluntary organisation and run by a Management Committee. They are located in a quiet residential area of Childwall and in close proximity to the woodlands of Campus Manor. The playgroup operates in All Saints Church hall. They primarily serve children and their families living in and around the local community.

The playgroup opens during school term time on Monday to Friday from 09:15 to 11:45 hours.

Children enrolled are aged from 2 to 5 years. Currently there are 32 children on register who attend various part time sessions. On the day of the inspection 22 children are present. They are providing 28 places for funded 3 and 4 year old. Children with special educational needs are attending.

Children have access to the main hall and an adjacent room for their care and play experiences. There is a smaller room used for small group activities. There is a large attractive garden for children's outdoor play.

There is a playleader, deputy and a staff compliment of six. All staff are experienced in early years work and one has a relevant childcare qualification. The playleader, deputy and 3 staff will be commencing an NVQ3 in Childcare and Education this September.

All Saints playgroup are a member of the Pre-School Learning Alliance. They have developed good links with Liverpool Early Years Development Childcare Partnership. Early years teacher advisor input is supporting with curriculum development. Children's activities are topic based and planned around the foundation stage early learning goals.

### How good is the Day Care?

All Saints Playgroup provides good quality care for children. Staff are very experienced in early years work and organising the playroom creatively so children are involved a range of activities and reaching their toys easily. Children are cared for in a family group setting and keyworkers supports small group activities. There are a set of policies although some review of the registration, behaviour incident and communicable disease procedures are needed. All daily records are in place and maintained with regard to confidentiality.

The premises are clean, safe and secure. All safety features are in place such as fire equipment and risk assessment. There are daily checks before children arrive and access is vigilantly monitored. Children's awareness of safety is being encouraged especially fire safety. Staff know they need to update their First Aid Certificates and are aware of child protection issues and procedures.

The atmosphere is warm and welcoming. Children's art work, photographs and friendship table are fostering their self esteem. Activities are providing good opportunities for stimulating play which are supporting children's learning, creativity and understanding of the their own and others cultures. All children are joining in the activities and staff have worked in closely with others to support inclusion. Staff are caring and giving much encouragement for children to behave well. Children are confident and play well together.

Partnership with parents is good. Parents are provided with a booklet about the playgroups aims at the outset. There is parent representation on the management committee. They support with work books at home, activities and day trips. They are warmly greeted as they arrive and there is discussion about the children. Newsletters, notice boards and an annual open afternoon are keeping parents up to date about children and playgroup activities. Parents are very happy with children's care, play and learning experiences.

#### **What has improved since the last inspection?**

At the previous inspection five actions were agreed. These referred to preparing action plans that set out how the PIC and staff qualifications could be met; drawing together the policies to form the operational plan; conducting a risk assessment of the premises; and reviewing the complaints procedure to include the regulators details.

They have prepared an action plan regard meeting the qualification requirements i.e. playleader, deputy and 3 staff will be commencing NVQ3 training in September; they have drawn together and reviewed policies to form the operational plan; risk assessment is being carried out by the church warden; and the complaints procedure is reviewed and includes the regulators contact details.

These are further safeguarding children.

#### **What is being done well?**

- Activities and resources are providing good opportunities for safe and

stimulating play which are supporting children's learning, confidence and helping them make progress in all areas of their development. Children are confident and having fun whilst learning through play.

- The atmosphere is very warm and welcoming. Children's art work, photographs of their exploits and friendship table are fostering their self esteem and sense of belonging. The play areas are organised creatively and for the benefit of the children. They are moving with confidence from one activity to another and reaching their play materials easily.
- Strong emphasis is placed on safety. There are daily checks before children arrive. Access to the premises is vigilantly monitored by staff ensuring children and adults are kept safe. Staff are aware of many child protection issues and the steps to take to safeguard children.
- Equal Opportunities is high on the playgroup's agenda. Activities and themes such as Diwali when a parent ran Hindu workshop are fostering children's learning about their own and others cultures. All children are joining in the morning activities and staff have worked in close cooperation with parents and other settings such as Acorn to support inclusion.
- Interactions between children and staff and children with one another are good. Staff are very attentive, caring and giving much encouragement for children to behave well with lots of praise, merit stickers or stamps as rewards. Children are confident, sharing their toys and playing well together.
- Partnership with parents is good. Staff warmly greet parents as they arrive and there is discussion about the children and the mornings activities. Parents support with work books at home, activities and day trips. Parents are very happy with the children's care, play and learning experiences.

#### **What needs to be improved?**

- the times children and staff are on the premises
- the procedures for notifying the regulator of communicable and infectious diseases
- the systems for recording incidents of physical restraint.

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

## WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
2	Review the registration procedures to show when children and staff are on the premises.
7	Take steps to prepare procedures for notifying the regulator about communicable and infectious notifiable diseases.
11	Take steps to implement a system for recording incidents of physical restraint.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

All Saints Childwall Playgroup is a good quality provision and children are making generally good progress towards the early learning goals. They are making very good progress in personal, social and emotional development, mathematical development, physical development and creative development. The setting has a very good partnership with parents.

The quality of teaching is generally good. Staff enthusiastically welcome children and greet parents on arrival. They work with children in small groups, providing good support for their learning and motivating them. The children's behaviour is managed very well, in a positive environment where good behaviour is reinforced through reward and consistent praise. Staff have a good relationship with the children and value children as individuals. They communicate well with them and speak in a clear, concise manner, providing good role models. Staff provide a wide range of interesting and stimulating activities and use good planning methods, ensuring that the six areas of learning have equal status. Staff monitor and record the children's progress, although this needs to be further developed.

The leadership and management of the provision is generally good. Staff are encouraged to access on-going training, and regular staff meetings and appraisal sessions ensure good communication between management and staff. Staff work well together and provide good continuity of care. They are deployed to work with small groups of children and are knowledgeable about their needs.

The partnership with parents and carers is very good. Information is shared through daily discussion and parents are kept well informed about future events and activities through regular letters and open days. Parents speak very positively about the setting and their satisfaction with the care provided.

### What is being done well?

- Children are forming good relationships with adults and with each other. They are learning to share and take turns in a positive environment where good behaviour is reinforced and achievements valued.
- Staff plan and provide a good range of activities that are stimulating, interesting and challenging. The environment is made very welcoming with resources attractively displayed.
- The children are learning to use mathematics well, in practical situations and through planned activities. During role-play children learn about money and they write down numbers to represent the cost of a holiday.
- Children's physical development is promoted very effectively through a stimulating range of indoor and outdoor activities. Large equipment for climbing and balancing, along with bikes and scooters, are used in the large

hall. The spacious, natural outdoor play environment provides excellent opportunities for children to explore and investigate wildlife, plants and trees.

- Children's imagination is fostered well through interesting role-play activities, music and movement and stories.

#### **What needs to be improved?**

- the display of print around the room so that children learn to recognise familiar words, signs and that print carries meaning
- the recording of the children's development records in relation to the stepping stones in each of the 6 areas of learning.

#### **What has improved since the last inspection?**

Generally good progress has been made in addressing the five key issues raised at the last inspection. The first key issue was to provide more opportunity for children to solve problems, count and use numbers in the daily routine. The development in this area is very good. Children use their mathematical skills throughout the session. They are encouraged to calculate, count and talk about shape, size and quantity during planned activities and free play.

The second key issue was to develop planning and assessment and to identify the learning objectives from the activities. Staff have comprehensive long and medium term plans and activities are linked to the six areas of learning. Activities are evaluated; although this is not always appropriately recorded in order to address future plans. Staff assess the children's progress throughout their play. However, the recording of the children's progress needs to be further developed and this is being carried on as a key issue following this inspection.

The third key issue was to extend the information leaflet for parents and carers to include information about the educational provision. Parents now receive written information on the six areas of learning.

The fourth key issue was to provide more opportunity for children to recognise and write their names and other familiar words. Children recognise their name through name cards and planned activities help children's writing skills. Staff provide many opportunities for children to practise marking paper and writing for different purposes. However, there is a limited range of displayed print on artwork and display boards. This is a further key issue.

The fifth key issue was to ensure that activities are appropriate for the age and ability of all children and staff to seek relevant training courses. All staff have accessed training and some have acquired a childcare qualification. Activities are evaluated and adjusted to suit all children's requirements.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are enthusiastic learners and show good levels of concentration. They confidently choose from a wide range of activities and many initiate their own games. Children are forming good relationships. They are taught to share and take turns, and to be polite and considerate to others. Children are encouraged to take care of their personal needs, such as washing their hands and dressing themselves, and they competently follow simple instructions.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children communicate well with staff and many initiate conversations. They listen to stories with interest, and enjoy freely selecting books for enjoyment. Staff introduce new words to children, extending their vocabulary, and use repetition to reinforce their learning. Children recognise their first name in print and they are learning to write their name. Planned activities help children to learn that print carries meaning. However, there is a limited range of displayed print and words.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Staff provide many valuable opportunities for children to learn about numbers, calculation and shapes. Children are learning to count reliably 10 or more objects and they practise problem solving, such as addition and subtraction, during practical activities. Children are learning about size and quantity through planned activities and they are learning to recognise numerals. Many older children can competently write the number to represent their age.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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The large outdoor play area enables children to observe the environment around them. They explore and examine a wide range of natural materials and wildlife and they study the changes to plants, bulbs and trees through the different seasons. Children enjoy visits to places of interest, such as a nearby farm and park. Staff provide children with a range of programmable toys to help their learning of everyday technology. They celebrate different events and learn about other cultures.



**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Indoors, children are set challenges to develop their physical skills. They play with hoops, beanbags and balls. They manoeuvre bicycles and scooters around the room and around obstacles and use the large climbing frame and slide. Well-planned music and movement sessions enable children to practise good co-ordination and movement. Children are taught to handle a wide range of small toys. They thread beads, construct with lego and use scissors, pencils and paintbrushes with increasing control.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are given opportunities to explore and choose from a wide range of media, such as sand, water, paint, glue and playdough. They draw freely and have ready access to paint. The children's imagination is fostered well through role-play and music and movement, when they enthusiastically express their thoughts and feelings. Children enjoy stories and staff encourage children to participate and use props, such as straw and sand during the Three Little Pigs story.

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

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- increase the use of print around the room and use in a variety of ways, to help children recognise familiar words, signs and that print carries meaning
- develop a more suitable system for monitoring and recording the children's achievements and development. Link this to the stepping stones in each of the 6 areas of learning.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*