



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 303768

DfES Number: 582590

### INSPECTION DETAILS

Inspection Date	25/02/2004
Inspector Name	Frances Turner

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Lightcliffe URC Pre School
Setting Address	Christchurch-Lightcliffe site URC Leeds Road, Lightcliffe Halifax HX3 9SH

### REGISTERED PROVIDER DETAILS

Name	The Committee of Lightcliffe URC Pre School Committee 1037861
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### ORGANISATION DETAILS

Name	Lightcliffe URC Pre School Committee
Address	United Reform Church Leeds Road Halifax West Yorkshire HX3 9SX

## 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

Lightcliffe United Reform Church Playgroup has been registered since 1997 and is situated within the church hall at Lightcliffe, Halifax. The setting is managed by a committee and each session is led by a playgroup leader. The playgroup is open Tuesday and Wednesday between the hours of 09:15 and 15:00 and on Thursdays from 09:15 to 11:45, term time only and serves families from the surrounding areas.

Children are accommodated within the large church hall for play sessions and in addition have access to the kitchen, dining and toilet facilities. An enclosed outdoor area is provided for outdoor play. There are currently 26 children on roll including nine 3-year old children and one 4-year old child for whom education funding is received. No children in attendance speak English as an additional language or are identified as having special educational needs.

Children are cared for by three members of staff of whom two staff members hold appropriate childcare qualifications. Staff receive teacher support through the settings Pre-school Learning Alliance membership.

### How good is the Day Care?

Lightcliffe United Reform Church Playgroup provides a good quality and standard of care for children attending within a stimulating and welcoming environment. Staff organise the setting well making good use of time, resources and accommodation to support children's progress effectively. They show good understanding and appropriate implementation of the operational plan and use their knowledge to underpin good daily practice. All documentation and records required for registration are maintained with only minor amendments required.

Staff have a high level of awareness of risks to children's health and safety, though should seek clarification to ensure that arrangements for food are adequate. An appropriate understanding of child protection issues is held, however, additional information should be kept on the premises to enable staff to follow procedures effectively. Children's individual needs are well met through the good exchange of

information with parents and good practice shown by staff such as incorporating likes and dislikes at snack times and enabling children to be independent at activities. There are appropriate procedures in place for supporting children with special needs.

Children are provided with a very good range of activities and resources to support and encourage progress. A well planned curriculum encourages children to think and learn about others, take part in physical activity indoor and outside and to develop good relationships. Staff have good methods to manage children's behaviour and in return children behave very well.

A positive partnership is achieved with parents who are well informed of the setting and provision for children's play and learning. An effective key worker system overall ensures that parents are able to meet and exchange information about their child with staff. Parents are welcomed into the setting and invited to share in the organisation through the committee and newly established parent rota.

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

At the last inspection the setting agreed to implement some policies and procedures to enhance the operational plan. The playgroup has effectively formed and implemented the requested information including ensuring all staff have good knowledge. This has resulted in improved organisation of the setting to support children's learning and safety well.

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

- Staff are well organised, they use their time, space and resources imaginatively to create a stimulating, orderly and supportive environment for children.
- Staff build warm and trusting relationships with the children and their parents. they manage children effectively; the quality of their interactions significantly enhances all aspects of children's development.
- Children are settled, hold warm relationships with staff and each other and are keen to communicate with them. They are interested in their environment, confident and developing good independence.
- Children are fully involved in activities. They are keen to learn and find out things for themselves and make good progress in all aspects of their development.

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

- some policy documents, procedures and records

<b>Outcome of the inspection</b>
Good

<b>CONDITIONS OF REGISTRATION</b>
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

## **WHAT NEEDS TO BE DONE NEXT?**

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
2	Improve recruitment and selection procedures to include clear committee and deputy roles and indentify, with appropriate timescales, induction and training procedures.
2	Extend the lost/uncollected child policy to show clear detail of the procedure should the parent/carer remain uncontactable or the child remain lost.
7	Ensure procedures for food handling comply with local environmental health department guidelines.
13	Ensure staff are able to implement appropriate child protection procedures by making the local Area Child Protection Committee procedures available on the premises at all times.

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

### How effective is the nursery education?

Lightcliffe United Reform Church Playgroup provides good quality nursery education where children enjoy learning through a wide range of interesting activities. Effective teaching overall helps children make generally good progress towards the early learning goals. They make very good progress in their personal, social, emotional, mathematical and creative development and also in their development of communication, language and literacy.

Teaching is generally good with some very good aspects. The key strengths in children's learning are due to the very effective use of time and resources, good quality interactions with children, the varied curriculum which challenges children well and the positive methods staff use to manage behaviour. Key staff show a good understanding and interpretation of the Foundation Stage, however, though planning for the curriculum is shared it is not fully understood and implemented consistently by all staff. The planned curriculum promotes all areas of children's learning well though opportunities for children to use programmable toys and explore the effects of exercise on their bodies are unplanned. Children's progress and development is effectively assessed overall though the information is not yet used to influence future planning and identify individual children's next steps.

The leadership and management of the setting has recently changed with roles and responsibilities of the committee and some staff currently being developed. The setting demonstrates generally good leadership overall due to the commitment to improvement, the positive team and the overall effective systems in place to monitor the provision for nursery education.

The partnership with parents and carers is very good. Parents are provided with good quality information about the setting and the planned curriculum. They are invited to share in their child's learning within the setting and are well informed of their child's progress and achievements.

### What is being done well?

- The overall organisation of the environment, staff, time and resources to effectively support, encourage and motivate children to learn. Children in return enthusiastically engage in a good range of activities, show good concentration, confidence and independence.
- Children's behaviour is very good due to the positive methods used by staff to ensure children are challenged in their play, provided with appropriate responsibilities, settle well and develop positive self esteem.
- Children take part and show good interest in developing their mathematical knowledge. They are competent problem solvers and show good number

recognition and counting skills.

- Children are confident communicators, they use an increasing range of methods to communicate with others and fully explore activities to promote early reading and writing skills.
- Children access a very good range of media and materials enabling them to explore texture and colour, music and movement and develop their imaginations well.

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

- planning systems and staff knowledge of the Foundation Stage
- the use of evaluations and assessments
- opportunities for children to carry out simple programs on information technology equipment and programmable toys
- opportunities for children to observe the effects of exercise on their bodies.

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

The last inspection highlighted the need for the playgroup to develop appropriate procedures to monitor and evaluate the curriculum and assessment and to use the information to more effectively inform future planning. Systems for informing parents of their children's progress were to be improved and appropriate opportunities for children to identify rhyming words and sounds and letters within words provided.

The playgroup has made generally good progress overall in implementing the previous action plan drawn up after the last inspection. The curriculum has been reviewed and, though incomplete in some areas, demonstrates that the early learning goals are frequently covered with children receiving good opportunities overall to revisit activities to consolidate learning. There are frequent opportunities for children to explore rhyming sounds and words and the recognition of letters within words is well promoted during play.

Effective systems have been developed to ensure that parents are provided with frequent reports and examples of children's progress and achievement incorporating the early learning goals. Assessments of children's progress and evaluations of activities undertaken are not used consistently to inform future plans and remain an area of development.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are quick to settle in the setting and know the routines well. They form very good relationships with adults and peers, are fully aware of behaviour boundaries and work well together such as when tidying up or sharing toys. More able children display high levels of concentration and involvement during activities and show good attention during whole group activities such as circle time. All children show good developing self care and independence and increasing understanding of others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children explore a good range of communication methods such as writing letters and talking on the telephone. They listen and respond well to questions and instructions. All children show enjoyment of books with some requesting favourite stories. Early reading skills are well supported through labelling within the environment and more able children can and regularly do identify their own names such as when they self register for snack. There are good opportunities to develop early writing skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have very good counting skills and number recognition. They eagerly carry out problem solving activities and show good interest in number puzzles. Most children count in rote beyond ten, are able to assemble numbers correctly on a number line up to ten and frequently compare size, shape and number within groups of objects. More able children show very good understanding of pattern, request objects by shape and use good maths language in play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children embrace the good opportunities to explore and investigate using all their senses such as tasting foods, using magnets and recording findings. They enjoy finding out how things work such as water pumps and talk about changes such as the weather. All children use tools well. Children learn about others through interesting activities such as the Chinese moon festival. There are limited opportunities for children to perform simple functions on technological equipment.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children use the good amount of space well and enjoy the freedom of movement. They use small and large equipment confidently and display good skill for climbing and travelling over and under. More able children show very good manipulative skills and carry out a number of activities requiring hand-eye co-ordination, such as threading, pouring and tracing. All children show increasing awareness of healthy practices though they do not regularly observe the effects of exercise on their bodies.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children explore colour, texture and shape through a very good variety of activities such as sprout painting, making clay fruits and heart shaped valentines cards. They show good colour recognition, more able children identify objects using primary and secondary colour names. Music is effectively explored through making and using instruments, copying rhythms and learning new rhymes and songs. Children are encouraged to express their imagination through well supported role play opportunities.

**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**

- Review and improve curriculum planning to ensure all staff develop a good knowledge of the Foundation Stage and are able to consistently implement plans in practice to provide all children with equal learning opportunities.
- Develop procedures to use evaluations of activities and assessments of children's progress to inform future planning and identify children's next steps for learning.
- Increase the opportunities for children to perform simple programs on technological equipment including programmable toys and encourage children to frequently observe the effects of exercise on their bodies.

*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.*