



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 322471

DfES Number: 519764

INSPECTION DETAILS

Inspection Date 01/02/2005
Inspector Name Linda McLarty

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Christ The King Playgroup
Setting Address Christ The king School, Meadway
Wavertree
Liverpool
Merseyside
L15 7LZ

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name Barbara Ord and Linda Rossiter
Address 25 Acuba Road
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L15 7LP

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

Christ The King Playgroup opened in 1983 and operates from a room within Christ The King School. It is situated located in Wavertree, a suburb of south Liverpool. A maximum of 25 children may attend the nursery at any one time. The playgroup is open each weekday from 09.00 to 11.30 and from 12.30 to 15.00 during term time only. All children share access to a secure enclosed outdoor play area.

There are currently 45 children aged from 2 to under 5 years on roll. Of these 36 children receive funding for nursery education. Children come from a wide catchment area.

The nursery has experience of supporting children with special educational needs, and children who speak English as an additional language.

The nursery employs eight part-time staff. Seven of the staff, including the manager, hold appropriate early years qualifications. There are no staff working towards a qualification.

How good is the Day Care?

Christ the King Playgroup provides good quality day care in a supportive and stimulating environment. The setting has most necessary policies and procedures in place to support the National Standards, although these are not organised systematically. Most weaknesses in the setting relate to the organisation of documentation, rather than the practice with the children. The caring and committed staff work very well as a team, and the sessions run smoothly, due to good management and experienced staff.

Not all parent volunteers have been vetted, but they never work unsupervised with children.

In general, most health and safety policies are implemented well. Staff are unaware, however, of the equal opportunities implications of their policy of not administering

medication, for example, on access for children with asthma, and of the advantages of having written policies regarding the administration of medication and sick children. Healthy eating is encouraged well.

The care offered is of very high quality. Staff show their enjoyment of children and this is fostering the children's self-esteem and confidence well. Excellent staff ratios and a high percentage of qualified staff mean that one-to-one support is available to meet the needs of individual children. Staff plan interesting play activities which help children develop in relevant and practical ways, both indoors and outside. The children use many high quality resources, and the daily routine includes a balance of quiet and more active periods, small group, whole group and individual play.

Children are learning to manage their own behaviour well, with clearly explained guidance from staff, who explain reasons and consequences well.

The partnership with parents and carers is a strength. Staff use observations and written assessments well to direct their informal but effective daily conversations. Parent volunteers are a vital part of the staff team and children benefit from their involvement.

What has improved since the last inspection?

The setting has made good progress in addressing most of the actions in the previous transitional inspection, which required them to:

draw together documents and policies required for the operational plan and keep together in one file;

devise a procedure for parents failing to collect a child or a child being lost;

keep a record of any visitors to the playgroup;

conduct a risk assessment of the premises,

and include Ofsted's 's address and telephone number in the complaints procedure.

The setting now has a procedure regarding parents failing to collect a child or a child being lost, and conducts risk assessments which have improved the overall safety, and the complaints procedure now includes Ofsted's contact details and is made available to parents. A visitors book records all visitors to the setting. The setting has most of the documents and policies required for the operational plan, but staff are still working towards organising these efficiently, and this is carried forward as a recommendation from this inspection.

In addressing these actions the staff have improved the service offered to children, with beneficial effects upon the way the setting meets the National Standards for organisation, safety and health.

What is being done well?

- Children benefit from high ratios of caring, committed and qualified staff who offer informed and specific individual support, and who manage behaviour well.
- Children's overall development and learning is promoted well because staff use the good quality resources in relevant and purposeful play experiences.
- The management encourage all staff to access training to develop their skills and knowledge in early years issues, and the staff are keen to improve their own professional practice, which means that the overall quality of service being provided for children is continually improving.
- Parents are well informed about the provision and about their child's overall development, and the children benefit from the additional adult input from parent and carers who work as regular volunteers in the session.
- The setting is well organised, with a manager who sets a good example to her staff in terms of her good practice with the children, commitment, enthusiasm and dedication to continual improvement.
- The children enjoy very healthy snacks and drinks, which is helping to develop healthy eating habits.

What needs to be improved?

- the procedures to ensure that all staff and regular volunteers are fully police checked
- the setting has no overall policy for outings, although some individual visits are risk assessed well
- the informal, verbal policy which states that medication will not be administered in the setting may not ensure equality of access for children who attend with long-term, manageable conditions such as asthma
- there is no written policy regarding the exclusion of children who are sick or infectious
- the policy for Child protection which lacks details of procedures to be followed in the event of an allegation against a member of staff
- the organisation of documentation to support the National Standards, so that required documentation can be easily accessed, and used as working tools to describe and inform the practice.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no previous complaints to report from 1st April 2004.

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
1	Ensure that all staff and regular volunteers are fully police checked.
14	Organise a manageable operational plan, and include policies for outing safety, exclusion of children when ill or infectious, administration of medication, and a statement of procedures in the Child Protection policy to be followed in the event of an allegation against a member of staff.

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

How effective is the nursery education?

Christ the King Playgroup offers high quality nursery education where children are making very good progress towards the early learning goals in all areas of learning. Learning is focussed upon practical, relevant and interesting play experiences.

The quality of teaching is very good. Staff help children to learn through exciting play activities. Assessment is focussed upon the early learning goals and is used to informally but effectively adapt plans to help individual children make progress. Children are very good communicators because staff listen carefully to and value their contributions. The staff relate to the children with affection and humour, and manage behaviour well, and this fosters children's confidence and provides a firm basis for future learning. They use the good range of resources well to promote the children's very good progress in all areas of learning. Staff question children sensitively, in ways which help them to think, and to become interested in learning.

Leadership and management are very good. The management have identified most of the strengths and weaknesses effectively, although they had not realised that the long-term plans did not include some of the aspects of the areas of learning. The management team work with the children, and this enables them to effectively monitor the effects of teaching and its impact upon children's progress. The management is committed to ongoing improvement, and has implemented advice from the Early Years Development and Childcare Partnership.

The partnership with parents and carers is very good, with beneficial effects upon the children's progress. The management have introduced many successful strategies for informing parents about the educational programme, such as brochures, informal discussions and informative displays. Parents receive informal and written information about their children's achievements and progress.

What is being done well?

- Staff create a relaxed and very positive environment in which children are obviously valued, and listened to, and this is helping children develop very good communication skills and a confident and enquiring attitude to learning.
- Staff introduce new words such as "ventriloquist", "terrace" and "semi-detached" and they explain and reinforce the new words well, and children are developing a sophisticated vocabulary.
- Frequent storytelling sessions are helping children to develop a love of reading, and they can recognise their own names, and some older and more able children can write their own names on their work.
- Children are learning to use their mathematical knowledge in enjoyable play situations to practice simple addition and subtraction, and they are learning

about patterns, shapes, capacity, size and position through well-planned meaningful activities.

- Children are learning about and becoming sensitive to a range of cultures through topics such as "Chinese New Year", regularly learning simple words of Spanish, celebrating Christian festivals such as Christmas and Easter, and cultural events such as birthdays.
- Children have many valuable opportunities to use simple tools such as a hole punch, a stapler, scissors, rolling pins and pastry cutters in meaningful play activities such as making models, using play dough and stapling their notes to their own work.

What needs to be improved?

- the arrangements for dating children's work, so that they can be used more efficiently to track children's progress.

What has improved since the last inspection?

The setting has made very good progress in addressing the two key issues from the previous inspection. They were required to provide opportunities that will encourage children to use books for pleasure and to gather information, and staff now give children daily access to good quality fiction and non-fiction books, which they read with children.

The setting was also required to provide more practical activities and opportunities in the programme for mathematical development for children to develop their knowledge and understanding of simple addition and subtraction. Children now learn the concepts of addition and subtraction during mathematical rhymes, and in the daily routine, for example during registration time, when adding together how many children and adults are in the room, and in many planned activities.

In addressing the above key issues the setting has improved the way children learn about the different uses of books, and fostered their growing understanding of addition and subtraction well.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are becoming very confident, and concentrate well for extended periods on self-chosen activities such as role-play and construction. They share and take turns, and behave very well, and are learning about their own and other cultures, in topics such as Sarasthati Puja. Staff respect their individual needs, and adapt activities to allow children to participate in their own way, which encourages their self-esteem. Children are learning independence skills such as tidying up.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are encouraged to use language to express their thoughts, and are confident to chat about their home life and nursery experiences, learning new words such as "reflection". Children identify letters by shape and sound, and can recognise their own name when they self-register, and can write their names on their work. Staff support all children's language development well, including Spanish speaking children, who have targeted support from a Spanish speaking staff member.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count up to 21 at registration, and can work out which number comes next from various given numbers. They are learning to name numerals and match them to number values. Children are able to use their emerging mathematical knowledge in practical play to solve simple problems of calculation, addition, subtraction, shape and measure. Children make graphs to compare numbers, match and name shapes, continue patterns and learn about capacity in play situations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children copy the staff's enthusiasm for learning about the world. They are developing a good sense of time through well planned conversations about their home and nursery life, and measure time with clocks and egg timers. They learn basic computer skills, and learn about the needs and customs of others in the wider community in topics such as Chinese New Year. Mixing play dough helps children notice change of state, and they use many different construction kits to make complex structures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children learn how healthy eating and exercise strengthens their bodies. They use a good range of construction kits, and use tools such as staplers, hole punches and scissors to join card and paper, and when mixing and cutting play dough. Children have many useful opportunities use large equipment to develop and make progress in climbing skills, and activities such as catching balls and exercise tapes are used well to encourage complex, co-ordinated movements.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children experience a wide range of materials and techniques, and are given enough time to become engrossed in small world play and in creative role-play, which is well resourced and supported by adults. Children express themselves creatively, in activities such as singing, role play, printing, collage and model making. Sound lotto games help children listen carefully to sounds, and percussive instruments and clapping are used well to help children explore rhythm and sound patterns.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Point for consideration
- improve systems to ensure all children's work is dated, including that used for display, so that it can be used more efficiently to track children's progress.

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.