



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 310232

DfES Number: 593301

INSPECTION DETAILS

Inspection Date 18/05/2004
Inspector Name Jean Davison

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Cullercoats Methodist Church Playgroup
Setting Address Cullercoats Methodist Church
 Broadway
 Cullercoats
 NE30 3LJ

REGISTERED PROVIDER DETAILS

Name Mrs Jane Catherine White

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

Cullercoats Methodist Church Playgroup opened in 1972, it operates from one room within the Methodist Church in Cullercoats, North Shields. The Playgroup serves the local community and the whole of North Tyneside. The Playgroup offers sessional care in school term only from 09 :15 to 11:45 Monday To Friday.

There are currently 56 children from two and a half to four years on roll, this includes 37 funded three and four year olds.

The majority of staff hold a relevant childcare qualification - several staff are working towards gaining a recognised qualification.

The setting receives support from the Local Authority.

How good is the Day Care?

Cullercoats Methodist Church Playgroup provide a good standard of care. The manager holds a level three childcare qualification and the majority of staff are suitably qualified and experienced or working towards an NVQ level two/three. There is an effective operational plan in place with comprehensive policies and procedures, together with good quality information for parents and staff.

The staff work well together as a team and high staff-child ratios are maintained.

Staff ensure children are safe inside and outside the play room, however this could be enhanced by completing a risk assessment. Health and hygiene practise is promoted within the group, special dietary needs are recorded and adhered to but a hygiene issue was identified at the inspection visit.

The group offer children a wide range and choice of play opportunities and play materials in addition to planned activities to further develop their skills in a safe warm and relaxed environment.

The children demonstrate confidence and good behaviour; they arrive at the

playgroup eager and happy to be there. The staff plan many worthwhile activities to meet the individual needs of the children.

Child protection procedures are in place and understood by staff, the majority of staff have attended a Child Protection training course.

The relationship that has built up with the parents is very positive, due to the friendly yet business like approach of the group. Parents and staff share information about the children on a daily basis and endeavour to be flexible in accommodating their requirements.

What has improved since the last inspection?

Since the last inspection the manager has upgraded her childcare qualification to NVQ level three, which now meets the Ofsted requirement.

What is being done well?

- There is a consistent approach to behaviour management, which is based on realistic expectations of the children's differing abilities.
- Partnership with parents is effective. Well-maintained, detailed documentation and regular verbal communication keep parents informed of all aspects of the service, and of their children's activities and progress.
- The staff dedicate their time playing talking and helping the children to learn, they have a very caring relationship with children and are pro-active in encouraging their development.
- The staff plan many worthwhile activities to meet the individual needs of the children.

What needs to be improved?

- safety with regard to;
- the out-door play area
- health and hygiene.

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
6	Conduct a risk assessment of the out-door play area; identifying actions to be taken to minimize safety risks to the children, while out-door play activities are taking place.
7	Ensure good hygiene practices are in place regarding hand washing.

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

How effective is the nursery education?

Cullercoats Methodist Church Playgroup provides a child centred environment in which children make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff organise the setting effectively enabling children to select activities of their choice and work independently which they manage with increasing confidence. Staff are well deployed so children can be supported in their play. All staff contribute to the planning and the children's assessments. They show a commitment to training to develop their knowledge and skills. However, opportunities are missed to help children consolidate their learning with regard to mathematics, letter recognition and letter sounds and to provide them with sufficient challenge and variety of experience in personal social and emotional, physical and creative development and knowledge and understanding of the world.

Leadership and management is generally good. The leader has recently obtained a level 3 qualification. Training is valued and encouraged by the leader. She is enthusiastic about her work and is committed to the improvement of the setting. She has clear plans for further development however, the structure of the sessions does not incorporate sufficient opportunity for children to consolidate their learning by reinforcement and repetition and to receive sufficient challenge and variety of experience in every area of learning.

Partnerships with parents are generally good. They receive clear information in their booklet and receive regular newsletters. To help children settle, staff work closely with parents to best meet the child's needs. Parents compliment the nursery on the effective organisation and friendly atmosphere. However, opportunities to inform all parents fully of their child's development and achievements are limited.

What is being done well?

- The leader is enthusiastic about her work and is committed to the improvement of the care and education provided and has clear plans for further development.
- Staff show a commitment to training to develop their knowledge and skills.
- Children are showing increasing independence in selecting and carrying out activities. They display high levels of involvement in activities and can concentrate for periods of time.
- Children listen to others in groups joining in conversations that interest them.
- Children are beginning to use mathematical language in play to describe the size and shape of objects and materials.
- Children take an interest in what is happening around them. They discuss what they are doing and what is happening with developing skill.

- Children explore a range of creative materials and are encouraged to explore texture and shape.

What needs to be improved?

- the opportunity for children to recognise letters and link sounds to letters.
- the regular access to resources to allow children to write for different purposes and experiment creatively.
- the appropriate support and challenge to consolidate, reinforce and extend children's awareness of number and counting skills.
- the provision of visual stimuli such as nature displays, interest tables, geography posters, people posters and family displays, to foster children's knowledge and understanding of the world.
- the range of physical activities, on a regular basis, to develop gross motor skills and receive challenges appropriate to children's abilities.

What has improved since the last inspection?

There were four key issues raised at the last inspection which have been addressed by the manager but from observations made during this inspection they need further development. The programme for physical development is planned systematically to provide structured opportunities for children to develop physical skills. Issues of variety and challenge have been raised at this inspection to further develop the children's skills. Planning documentation has been fine tuned. A performance plan identifies how progress can be made.

Children's assessments identify what children know when they first attend. however, the procedure for parents to contribute what the children are learning at home needs to be reviewed and further developed to ensure it is a valuable and useful exercise.

The programme for language and literacy has been developed however, staff are missing opportunities to reinforce and consolidate children's recognition of words and the association of letter sounds and words.

Staff's questioning skills to encourage children to participate in practical problem solving in daily routines is not consistent. This area has been addressed by the manager but staff are missing opportunities during interactions to reinforce this area of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children show increasing independence in selecting and carrying out activities. They display high levels of involvement in activities concentrating for periods of time. They show an increasing awareness of the boundaries set and their behaviour is good. Good relationships have been formed with adults and peers. Children are confident in taking the initiative and manage developmentally appropriate tasks well such as creating playdough objects. Personal independence could be developed further.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are displaying emerging self confidence in their ability to speak to others about their likes, wants and interests. They listen to others in groups joining in conversations that interest them and they enjoy rhymes, songs and other rhythmic activities. More able children are beginning to use increasingly complex sentences and words to elaborate ideas. Children do not have regular opportunities to write for a variety of purposes, to recognise letters and to link sounds to letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are showing an increasing interest in shape. Some children are able to identify and name a variety of shapes correctly. Mathematical language is used in play to describe the size and shape of objects and materials. Children enjoy counting in group activities and are able to count up to 20 together. The children do not always receive sufficient support, opportunity or challenge to extend, consolidate and reinforce their awareness of number and their counting skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show curiosity and interest by facial expression and comment. They display pleasure in their achievements which they share with others. They take an interest in what is happening around them and confidently discuss what they are doing and describe significant events that have happened to them. The children investigate a variety of construction materials building and experimenting with a variety of resources. Knowledge of the world is not fostered by visual stimuli such as displays.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children use one handed tools with increasing skill and confidence and explore malleable materials with interest and developing expertise. They move confidently and safely around the room showing respect for other children's personal space when playing amongst them. The children are able to express and consider their own needs regarding eating, sleeping and hygiene. However, the variety of physical activities is limited and children are not considering the effects of exercise on their bodies.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children are showing increasing skill in differentiating and naming colours. They join in songs, action rhymes and musical activities with pleasure and developing skill. Children have regular opportunities to explore texture and shape in the activities provided. Although children do participate in a variety of creative activities they have limited opportunities to explore, experiment and express themselves through art, design and mark making activities.

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

- expand the opportunities for children to write for different purposes during sessions and to learn to recognise letters and to link sounds to letters
- provide appropriate support, reinforcement and challenge to help children consolidate and extend their awareness of number and their counting skills
- increase the provision of visual stimuli to foster children's knowledge of the world
- increase the opportunities for children to participate in a varied range of physical activities on a regular basis to develop gross motor skills and provide challenges appropriate to their abilities.

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.