



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 956896

DfES Number:

### INSPECTION DETAILS

Inspection Date	15/09/2004
Inspector Name	Ingrid Szczerban

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	The Playcentre
Setting Address	Holme Christian Care Centre Madison Avenue Bradford West Yorkshire BD4 0JE

### REGISTERED PROVIDER DETAILS

Name	The Committee of The Playcentre
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### ORGANISATION DETAILS

Name	The Playcentre
Address	Holme Christian Care Centre Holme Reform Christian Church, Maddison Avenue Bradford BD4 0JE

## 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

The Playcentre is part of the Holme Christian Care Centre, it is run by a management committee and was registered in 1983. The centre is situated on the Holme Wood Estate, in Bradford, where it serves the local community.

Accommodation consists of four play rooms, plus a large hall, an outdoor play area and a garden for children. Sessional care is provided during term time only. Opening hours are Monday to Thursday, 09:30-12:00 and 13:00-15:00.

They are currently caring for 47 children, of which ten 3-year olds and two 4-year olds are in receipt of nursery education funding. The setting currently supports one child with possible special needs and English as an additional language.

Nine staff are employed, 6 of these are qualified in childcare and the others are all working towards gaining level 2 or 3 qualifications. There are also volunteers in the setting.

The provision receives support from the Local Authority. The centre have completed the Effective Early Learning Programme, they have systems in place, to monitor and assess their service for on-going quality assurance.

### How good is the Day Care?

The Playcentre provides good care for children. Documentation is comprehensive, well-ordered and all necessary written permissions from parents are kept. Staff are appropriately qualified, enthusiastic and experienced. Ongoing training for staff is encouraged and there are satisfactory induction procedures for staff and volunteers. Generous staffing ratios ensure that children receive sufficient support from a mostly consistent staff team. The space available is used well, both inside and outdoors, it is clean and well-maintained. There are ample, age-appropriate toys available, which help to create a stimulating and challenging environment for children. There is sufficient, suitable furniture and resources reflect all aspects of equality of opportunity. Children have free access to almost all equipment.

Good attention is paid to safety issues, both inside and outdoors. Excellent hygiene routines are followed and all health records are kept. There are satisfactory arrangements to provide healthy snacks and regular drinks for children. The staff have appropriate knowledge of child protection procedures.

The range of provision is excellent and the good balance of activities is reflected in the planning. Children enjoy a variety of stimulating activities that promote development in all areas of learning. The level of interaction between staff and children, is excellent. Children are happy and occupied. Staff caring for babies are knowledgeable of the individual personalities and speech patterns of the children. Satisfactory arrangements are made to support children with special needs and children who use English as an additional language. Effective, consistent and appropriate strategies are used, to manage children's behaviour.

Relationships with parents are positive, there is good communication by a variety of means both written and verbal.

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

At the last inspection there was an action regarding procedures to follow in the event of a child being lost.

There is now a suitable written procedure to follow should a child be lost. This ensures that all staff are aware of what to do and parents are reassured that appropriate action would be taken, should the need arise.

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

- Children enjoy a variety of stimulating, planned and spontaneous activities, that promote development in all areas of learning. Toddler's singing sessions include action songs and rhymes. These promote socialisation, memory, co-ordination and fun. Babies are helped to develop their physical skills. Staff hold their hands and praise them as they support them in learning to walk. Pre-school children's interests are picked up on by staff. Children spotted two spiders on the wall, skilled staff saw this as an opportunity to extend learning, encouraging them to make comparisons of similarities and differences.
- There are ample, age-appropriate toys available, which help to create a stimulating and challenging environment for children. All children have a variety of equipment freely available including sand and water. This promotes skills in exploration, concentration, making comparisons, observation, measuring and spatial concepts. Playing with sand or water also helps children to feel relaxed and secure.
- Excellent hygiene routines are followed. Staff promote appropriate hand-washing. They discuss with children the importance of good hygiene practice and provide a good role model themselves. This raises children's awareness about the spread of germs and the prevention of infections. Staff act in the best interests of children when they are ill.

- Staff use effective, consistent and appropriate strategies to manage children's behaviour Children are frequently praised, listened to and their contributions are acknowledged and valued. Children behave well, use good manners and staff act as positive role models. Staff give explanations to children and encourage them to be independent.

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

- the arrangements to develop the key worker system
- the arrangements to make the coat pegs accessible to children

#### **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	Develop the key group system with consistent staff
4	Make the coat pegs accessible to the children.

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

### How effective is the nursery education?

The Playcentre provides a high standard of care and education where children make very good progress in all six areas of learning in the foundation stage.

Teaching is very good. Staff have good knowledge and understanding of the stepping stones leading towards the early learning goals and the good planning and children's assessments enables staff to provide many interesting practical activities. Staff have high expectations of the children and challenges set take into consideration the differing ages and abilities of the children. Staff use children's assessments well to inform future planning, ensuring individual developmental needs are fully addressed. Staff confidently engage children effectively in conversation to support and extend the learning and staff deployment is very good. The setting provides an extensive range of resources to cover all areas of learning and development and areas of play are very well organised and presented. The systems in place to provide support for children with special needs or who speak English as an additional language are good.

Leadership and management are very good. Staff are valued and very well supported through a good training programme, staff meetings, an appraisal system and time to plan and prepare. As a result staff display commitment and enthusiasm. There is a shared commitment and understanding towards good early years practices and a desire to continue to improve the quality of care and education. Good monitoring and evaluation systems are in place.

Partnership with parents is very good. They are very well informed about all aspects of the setting including their child's progress. Parents are also encouraged to support and participate by extending learning at home. Parents have the opportunity to share their observations about their child with staff and have good access to records of achievement.

### What is being done well?

- Strong leadership and management provides and supports a shared commitment towards providing a high quality of care and learning. Staff are valued and well supported and their motivation is of a high standard.
- Partnership with parents is very good. Good communication between staff and parents ensures that they are fully informed about all aspects of the setting including the progress of their child.
- The behaviour of children is very good. Staff use good strategies to promote good behaviour and consideration for others. Children are given clear and consistent boundaries and help to understand the impact of unacceptable behaviour on others. Staff's calm and polite manner sets a very good example for the children.

- Staff give a high priority to encouraging children's personal, social and emotional development. They establish very good relationships with the children and respond readily and with enthusiasm to their needs. This fosters the children's confidence and self esteem and has a positive impact on their disposition towards learning.
- Children are developing high levels of independence within the setting. Children help prepare their own snacks, butter toast, cut fruit, pour their own drinks and act as monitors to help staff and other children.
- Staff provide a very good range of purposeful activities which stimulates children's development in all areas according to age and ability.

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

- the opportunities for children to freely choose materials and resources to enable them to design and construct collage and models.

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

Very good progress has been made in tackling the key issues identified in the previous inspection report. This required the setting to review and improve the children's records of attainment and progress and to encourage children to use books more freely. Records of attainment now include information about children's progress through the stepping stones towards the early learning goals and includes examples of work and observations to support their progress. This has resulted in improvements in planning for individual children.

Books are now used more regularly. The range of books available has been improved, children have better access and parents are encouraged to borrow books for their children from the centre to encourage emergent reading skills.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, motivated and are excited to learn. They confidently initiate interactions with one another and work very well in large and small groups. Children show very good levels of independence and are confident in expressing their needs to others. Behaviour is very good and children learn to share, take turns and show consideration for their environment and for each other.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen and respond with enjoyment to stories and songs and recall events in their own words. They interact, negotiate and speak clearly and use language to explore feelings, sounds and ideas. Children are beginning to link sounds to letters of the alphabet, as they recognise the days of the week. More able children are developing writing skills, forming recognisable letters and some are attempting to write their own names.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children benefit from lots of opportunities to practice basic mathematical skills through well planned and everyday activities. They reliably count to ten and over, older children can count objects on a one to one correspondence and can recognise shapes and colours. Children use numbers spontaneously in play and are developing an awareness of positional language, such as when asked to place a word on the middle line of the board, older children can do this correctly.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many opportunities to explore and investigate, to observe patterns of change and how and why things work, such as planting and observing seeds grow. They learn how to join, build and balance construction sets. They are beginning to develop IT skills by learning how to operate simple equipment on the computer. Children also learn and understand about their environment and develop a positive respect for the wider world, different lifestyles and cultures.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are able to handle a wide selection of tools, objects, construction and malleable materials, to aid the development of their small muscles, manipulative skills and hand and eye co-ordination. This includes the use of writing implements to help foster the development of their early writing skills. Children show a good sense of space during activities in the outdoor area, often when operating different kinds of wheelie toys. Staff are on hand to give support and encourage new skills.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children explore colour, shape, form and texture in two and three dimensions making models and paint and design collage. They practice real and imagined experiences in the role play area and outdoors. They enjoy music, dancing and musical instruments and sing simple songs from memory. Children have many opportunities through a good range of materials to explore and express their ideas, thoughts and feelings.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

## **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:*

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the opportunities for children to freely choose materials and resources to enable them to design and construct collage and models.

*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.*