

Al - Noor Playgroup

Inspection report for early years provision

Unique reference number	311540
Inspection date	03/05/2011
Inspector	Abigail Cunningham

Setting address	Batley Carr Community Centre, Hyrstlands Road, BATLEY, West Yorkshire, WF17 7JT
Telephone number	078617 35370
Email	mpandor@gmail.com
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Al-Noor Playgroup is one of two settings managed by an individual owner. The playgroup registered in 2000 and operates from rooms within a local authority community centre situated in the Batley Carr area of Dewsbury. A maximum of 30 children may attend the group at any one time. The group is open each weekday from 08.30am to 11.30am and 12.15pm to 3.15pm, term time only. The children have access to a public park and sports court to the rear of the building.

There are currently 60 children on roll. All children receive funding for early education. Children attend from a wide catchment area. The nursery currently supports a number of children with special educational needs and/or disabilities and those with English as an additional language.

The group employs 9 members of staff. All staff hold appropriate early years qualifications and one is working towards a further qualification. The group employs two part-time staff with appropriate qualifications to teach Islamic studies, which is an integral part of the playgroup curriculum. The group is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The playgroup is currently meeting most of the requirements and is committed to making the necessary adjustments, such as improving risk assessment procedures. Self-evaluation is effective and the staff team are able to demonstrate how they have made significant improvements to the provision. They are highly committed to working in partnership with parents and external agencies. Staff are working particularly well, to ensure all children are included and their individual needs are met. As a result, children make good progress towards the early learning goals from their initial starting points.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- take all reasonable steps to ensure that any hazards in relation to the children's coat pegs, nappy changing area and kitchen are kept to a minimum (Suitable premises, environment and equipment).
- 31/05/2011

To further improve the early years provision the registered person should:

- encourage parents to add their comments and observations to their child's development record.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are secure and all the required checks have been carried out on the playgroup staff and students. All of the staff team have completed safeguarding children training. They demonstrate a very sound understanding of safeguarding issues and procedures in line with the Local Safeguarding Children Board guidance. For example, staff record concerns, they seek advice and work in partnership with external agencies.

Children are supervised at all times and the system for managing access to the premises is good, as unauthorised persons are unable to gain entry and there is a record of visitors. Simple written risk assessments have been undertaken and reviewed. However, not all hazards in relation to the children's coat pegs, nappy changing area and kitchen have been identified and minimised. This does pose a risk to the children's health and safety and is a breach of requirements.

Self-evaluation takes into account the views of children, parents and staff. For example, outside toys, resources and storage were obtained after consulting service users. The senior management team communicate high expectations to staff about securing improvement. Therefore, they are focused on helping all children to achieve as well as they can. For example, they have attended meetings and training events. The playgroup has taken part in the 'Every Child a Talker' project and has attended meetings and training events. They have also organised 'chatter days' and adapted their practice, in order to monitor and promote children's communication, language and literacy skills. Therefore, those in charge are able to demonstrate how they have raised children's achievement levels and made improvements to the provision.

Staff are very experienced at working with children who have additional needs and with those for whom English is not their first language. For instance, staff can speak many different languages, such as English, Arabic, Urdu and Gujarati. Effective and well-established channels of communication exist between all partners involved with individual children. This successfully promotes their learning, development and welfare. For example, regular meetings are held and individual education plans are fully implemented. In order to positively promote the transition from playgroup to school, reception teachers from local schools are invited into the provision.

An effective settling-in procedure is fully implemented and an established system is in place to gain information about children before they start at the playgroup. This includes a record of their individual needs and requirements. Parents receive regular information via parent's evenings and daily feedback from staff. However, parents are not currently adding their comments or observations to their child's development record. Feedback from parents is positive and they and wider family members are invited on trips and involved in fundraising events.

The quality and standards of the early years provision and outcomes for children

Snacks, such as toast, fruit and sandwiches, are offered to children. They have good appetites and are given independent access to drinks. They are enthusiastic about helping to make sandwiches and baking. The children understand and adopt good hygiene practices. For example, they know to wash their hands prior to eating. They are developing a positive attitude to exercise and being healthy. For instance, a group of children became excited when it was time to get ready to play outside. Children negotiate an appropriate pathway when running or using wheeled vehicles. They move with speed and successfully avoid any obstacles.

Children are beginning to learn how to keep themselves safe because the playgroup has devised a fire evacuation procedure which has been practised with them. Staff take appropriate steps to ensure that resources and the environment are sustainable. For example, children are encouraged to handle toys and books appropriately and they also use recycled products, such as card.

Activity planning responds directly to each child's individual needs and interests. The system for assessing and recording the children's development accurately identifies their achievements, progress and next steps in learning. Monitoring systems have been implemented, as individual and group tracking arrangements are regularly updated. Tracking processes accurately identify any gaps in the curriculum planning and targets.

Children are making good progress in their learning and development. They correctly name colours and shapes. More able children can count to 20, do simple additions and form recognisable numbers. They are also able to recognise and match Arabic letters and numerals. Children enjoy joining in with number songs and rhymes, such as 'five astronauts'.

Children engage in a good range of activities requiring hand-eye coordination, such as using pencils, scissors and paintbrushes. Young children know how to use various tools and equipment, for example, they enjoy rolling and cutting out shapes in the play dough. Children enjoy communicating with both adults and children and confidently discuss a wide variety of topics, such as going on scary rides and visiting London. Children very much enjoy listening to and joining in with stories, such as 'We're going on a bear hunt'. More able children can recognise and write their own name. They show an interest in technology and know how to operate equipment, for example, using a mouse, one child matched Arabic letters. All such activities develop children's skills and contribute to their future economic well-being.

All children are valued and engage in a wide range of activities and experiences, which helps them learn to value diversity. They have a very positive attitude to others and an excellent understanding about the wider world and community. This is because they have opportunities to play with a broad range of resources which reflect positive images, such as dolls, books, play figures and dressing-up outfits. Children learn about Ramadan, the prophets and giving to the poor. They also find

out about interesting events, such as Christmas and Easter. Staff are very positive role models. They consistently give children lots of positive praise and encouragement. As a result, children are very well behaved; they share, sit nicely when listening to stories and use good manners when prompted to do so.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

