



## Clifford Pre-School Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	512725
<b>Inspection date</b>	21 November 2006
<b>Inspector</b>	Thecla Grant
<b>Setting Address</b>	St. Johns Catholic School for the Deaf, Church Street, Boston Spa, Wetherby, West Yorkshire, LS23 6DF
<b>Telephone number</b>	07931 983727 in am
<b>E-mail</b>	
<b>Registered person</b>	Clifford Pre-School Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Clifford Pre-School Playgroup opened in 1995. It operates from two rooms in the building of St. Johns School for deaf children. It is situated in the village of Clifford. A maximum of 20 children may attend the playgroup at any one time. The playgroup is open each weekday from 09.15 to 13.15 for 38 weeks of the year. All children share access to a secure outdoor play area.

There are currently 31 children aged from two years to four years on roll. Of these, four children receive funding for early education. Children come from the local and surrounding areas.

The nursery employs three members of staff. Of these, two hold appropriate early years qualifications and one is working toward a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are effectively cared for if they have an accident or become ill because staff are trained in administering first aid and have appropriate permissions and records in place regarding the administration of medication. Children enjoy healthy snacks; they are encouraged to bring fruit into the playgroup to share with each other as part of a healthy eating programme. During snack time children are asked what foods are bad for their teeth; three-year-old says 'lollies and chocolate.' As a result, children are developing a good understanding of healthy eating.

Systems are clearly in place for children to learn about being healthy. For example, children are taught to wash their hands after toileting and learn about germs. As a result, children learn about simple hygiene procedures.

Children enjoy playing in the garden; they play on the sit and ride toys, slide and trampoline. They play aeroplanes and dance to music during their music and movement sessions. However, opportunities are missed for children to practice their balancing skills.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a warm and welcoming environment. The staff display the children's artwork attractively on the walls and the playroom is creatively organised with toys and equipment which entice children to play. These are age appropriate, fun and provide sufficient challenge. However, children do not have the opportunity to appreciate their artwork because the displays are not at children's eye level.

Children are secure and safe at the playgroup because the staff are vigilant with regard to keeping them safe. The main door to the playroom has two door handles, one is adult height, therefore, children cannot leave without supervision. The garden gate is locked and the garden cannot be accessed without the visitors ringing a bell, which is connected to the playgroup. Low plugs are inaccessible to the children and the furniture is organised so children can manoeuvre themselves safely around them. All children are encouraged to tidy up after themselves. As a result, they learn how to avoid accidental injury.

Children are safeguarded because the staff have an accurate knowledge of child protection issues and have attended relevant courses pertaining to this. As a result, children are protected and staff successfully understand their role in child protection. They are able to put appropriate procedures into practice when necessary.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children happily play with a suitable range of activities which support their language, mathematical thinking and imagination. They are able to make decisions about their play and

engage in activities where they can explore and investigate. Children are confident in their play from the youngest to the eldest. For example, a three-year-old imitates what adults do as she plays with her teddy bear. "Oh my sweet heart" she says "you are the best in the whole world." She bounces the teddy bear on her lap and sings 'Thumbelina.' Younger children become engrossed as they play side by side in the sand. As a result, children develop independence in the setting.

Children are effectively challenged by the staff, for example, a mixed age group of children play in the home corner, they give the staff their baby dolls to look after. The staff ask the children what they need to take their babies for a walk. "I don't know" says four-year-old, "maybe a trolley?" she remembers and quickly adds "no a pram." Children have an excellent range of activities to play with. For example, they enjoy printing with sponges, playing with the play dough, painting on the easel and fixing jigsaw puzzles. As a result, children have their individual needs effectively met.

The interaction between the children and staff is good. The staff listen to what the children say and respond appropriately to their needs. Children have a positive relationship with each other and are settled and happy in the setting.

#### Nursery Education

Children are making satisfactory progress through the stepping stones toward the early learning goals. They are making good progress in personal social and emotional development, knowledge and understanding of the world and creative development. They are making satisfactory progress in all other areas of learning. The children have a strong sense of belonging and know the routine well. They self register as they come into the playgroup by taking their names from the door leading to the playgroup and sticking them onto their photographs in the main play room. Children have increasing independence in selecting and carrying out activities; three-year-old chooses an electronic computer to play with. She listens to the questions asked and answers them correctly by pressing the right key. Children recognise colours such as blue, orange, red and green. They have good opportunities to show interest in number and enjoy counting with the staff. Children show confidence with number by requesting number activities. For example, a three-year-old chooses a number puzzle and recognises numbers up to eight.

The quality of teaching and learning is satisfactory. The staff have a sound knowledge and understanding of the Foundation Stage and how young children learn. The methods used to teach children are suitable and the staff have good questioning skills. Challenges set for children are mostly age appropriate. For example, during circle time the children discuss what day it is and sing the song of the day. However, circle time is too long for the younger children and they sometimes become bored. The children show interest in illustrations as they look at a book with the staff. However, opportunities for them to handle books carefully are limited, because the books in the bookcase are not easily accessible. Opportunities are missed for children to link sounds and letters, they have access to the office area, to practice their writing skills. However, this is limited because the table is small and cluttered. As a result, children do not access this area.

Curriculum planning is in place and includes themes such as light and dark. Assessments are accessible to the parents but are not up to date and do not effectively show where the children are in relation to the stepping stones.

### **Helping children make a positive contribution**

The provision is good.

Children are effectively cared for by staff who work with parents to meet their individual needs and ensure they are fully included in the setting. Procedures to keep parents informed about the provision are very good. The parents are encouraged to be involved in the parent's committee and are given feedback about their children's development verbally. The parents are aware of the complaint procedure, the policies and procedures of the setting are readily accessible on the parents' display table. Effective arrangements are in place to care for children with special needs. For example, staff have attended training workshops to work with children who have learning difficulties and disabilities. There are no children identified with learning difficulties or disabilities.

Children have a good sense of belonging and are confident and competent in their surroundings. For example, they independently select the activities provided when they first arrive. During the morning a small group of children have an interesting conversation about their weekend. They snuggle into the teacher as they recall their adventures. The staff have a good understanding of the behaviour policy and are positive role models. They quickly intervene if children have an argument. As a result, children learn to respond to appropriate expectations for their behaviour.

The children play with toys and equipment that positively represent race, disability and culture. They celebrate various cultural and religious festivals, such as Diwali, Ramadan and Chanukah. However, the festival display is not at the children's eye level; therefore, they miss out on the visual knowledge of what they have learnt. The children's spiritual, moral, social and cultural development is appropriately fostered.

The quality of partnership with parents is satisfactory. The staff involve parents with their children's education through information displayed on the parent notice board. For example, information regarding the six areas of learning is displayed in the entrance along with the planning for the week. The parents are encouraged to be involved in themes such as colour themes. The parents receive news letters and are asked to help in the playgroup once a week.

### **Organisation**

The organisation is satisfactory.

The vetting procedures contribute to children being protected. For example, all staff are vetted and information is kept with this regard. The staff have a clear sense of purpose and commitment to continual improvement. They have attended relevant training courses and workshops to improve their knowledge.

The recruitment procedures are not robust. For example, the provision has employed a new manager who is in the process, but has yet to achieve, the required level three qualification.

This is a breach of regulation. However, the manager will complete the required qualification this December. Therefore, the risk and impact on children's learning is minimal because she has almost completed the course and has experience of working with children and managing staff for a number of years.

The staff are well deployed and make good use of space and other resources so that children are well cared for and supported during their time at the playgroup. The adult: child ratio positively supports children's care, learning and play.

All policies and procedures are in place, and work in practice, to promote children's good health, safety, enjoyment, achievement and ability to make a positive contribution.

The quality of leadership and management is satisfactory. The leaders have a clear vision for nursery education and an appropriate focus on the personal development and achievement of all children and staff.

Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the setting had actions and recommendations with regard to policies and procedures, record keeping, organisation, resources and safety. The provider has completed all actions. All policy and procedures are in place, and information about the area child protection committee has been obtained. All staff are vetted and written permission from parents is in place. There are 50% of the staff qualified. Resources are in place which reflect positive image of disability. All recommendations are completed; the provider has arrangements for staff induction, the fire safety routine is in place and the security of the provision is sound. All children's dietary needs are shared with the staff. As a result, children are safer on the premises.

### **Complaints since the last inspection**

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- provide a copy of the required qualification needed for the manager to continue to manage the provision.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop teaching methods during circle time so all children are able to resist distractions; and make sure children's assessments are up to date so staff know where children are in relation to the stepping stones
- continue to develop the learning environment and programme of activities so children are provided with more opportunities to practice their balancing skills and make sure children can freely access books
- provide opportunities for children to link sounds and letters and make sure the mark making area is organised to entice children to want to develop their mark making skills

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)