



Wardle Childcare Partnership Playgroup

Inspection report for early years provision

Unique Reference Number	316439
Inspection date	06 February 2006
Inspector	Sarah Taylor
Setting Address	St. James C of E Primary School, Crossfield Road, Wardle, Rochdale, Lancashire, OL12 9JW
Telephone number	01706 838 700
E-mail	
Registered person	Wardle Childcare Partnership
Type of inspection	Integrated
Type of care	Sessional care, Out of School 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.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Wardle Childcare Partnership Playgroup opened in 2000. It operates from a port-a-cabin in the grounds of St James' Primary School in the semi-rural area of Wardle, a suburb of Rochdale. The group are registered to provide out of school care for up to 40 children and sessional care for up to 32 children. There are currently 37 children attending the sessional care. This includes 20 children who are in receipt of funding for nursery education. There are 52 children attending for out of school care.

Children attend for a variety of sessions. The setting supports children with special needs.

The playgroup is open five days a week during school term time and sessions are from 09:00 to 11:30. The out of school sessions run from 07.45 to 08.50 and from 15.30 until 17.30. The holiday club runs from 07.45 until 17.30 each holiday except for Christmas. Staff are appropriately qualified and experienced. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are protected from infection through hygiene routines as they wash their hands at appropriate times, noses are wiped, and toys and equipment are kept very clean. Children learn the importance of personal hygiene as they are told why they are keeping clean. They follow toileting procedures themselves and know why they are following routines. This promotes independent self care skills very well.

Outdoor activity is promoted and children can access an outdoor play area. Staff talk to the children about exercise and this promotes understanding of healthy living.

Children in the playgroup and the out of school club enjoy a healthy diet and staff promote a nutritious diet by providing snacks, such as, fruit, cereal, toast and crumpets. As they eat, the staff talk to children about healthy food and the importance of a healthy diet, therefore promoting children's understanding of healthy options. Children have juice available to drink at snack times but do not have continuous access to fresh water.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe in well maintained, welcoming premises. The setting is well lit by natural light, warm and well ventilated and this promotes children's wellbeing. All facilities are of a high level of safety and cleanliness. Children are safe within the setting as the entry system is secure. They play in a child friendly environment, which enables free exploration and risk taking. Children are well supervised when leaving the setting and the children from the out of school club are escorted to school by a member of staff.

Children benefit from plenty of space which is very well organised and includes areas for rest, quiet activities, active games and messy games with all resources at an accessible level for the children. They use a range of toys and natural resources that are good quality and conform to British standards. They benefit from an appropriate range of suitable equipment which is obtained to be at the children's age and stage of development.

Potential risks are identified and action is taken to minimise risks, for example, broken equipment is removed. All necessary safety equipment is in place. Learning about personal safety is important and topics are planned to teach children about people who help us in the community, for example, the fire service, nursing service and the local police officers.

Children's welfare is well protected as adults have a good understanding of child protection issues and understand their role to safeguard the child. They have a good knowledge of signs and symptoms of abuse and would know how to contact social services for advice or to make a referral. Information is shared with parents to ensure that they understand that the staff's first responsibility is with the child and that the protection of the child is priority.

Helping children achieve well and enjoy what they do

The provision is good.

Children happily chat to the staff and each other and eagerly join a group activity or choose their own play. They are all relaxed and confident in the secure, caring environment. Children with additional needs are offered support so that they feel happy and secure in the group. Children chatter excitedly and converse easily with their friends and with all adults. Settling in procedures are in place and are adapted to each child's individual needs to ensure a smooth transition from home to the group.

The group have recently completed the Birth to three matters framework training. They intend using the framework when they have children who are under three attending. This approach, and the group's commitment to learning through play, helps to provide appropriate quality care and education for the children attending the group.

Children are learning well in all areas of development. They develop physically through indoor and outdoor play, intellectually through sensory opportunities and socially through the expectations of behaviour and values, such as, caring and sharing within the group.

At the out of school club, the children enjoy a wide range of activities and can rest or participate in more active games. The children state that they enjoy attending the club as they can play with a choice of toys and that their favourite is singing in the quiet room.

Nursery Education

Children are attentive and responsive to the staff's use of questioning and explanation which is pitched at the right level for each child. They are challenged and asked, 'What does circle start with...can you find the letter?' and all of the responses are valued and discussed.

Photographs around the room show children participating in activities under each area of learning and give children a sense of belonging.

Staff skilfully join in children's games and sensitively extend play or introduce new ideas, such as, making the tower of construction taller and giving the spider pictures expressions to display different emotions. Every child's attention is maintained throughout a discussion and song session where children are encouraged to be involved in talking about the weather and using new vocabulary to compare conditions, such as, dull and bright.

Children thoroughly enjoy reading in the quiet room, which is set out attractively with comfortable seating and easily accessible books. They eagerly join in on the mark making table and recite the alphabet. They demonstrate their knowledge of sounds and letters as they write their name on the keyboard and match their name to their coat peg. They have the benefit of regular visits from a library representative who brings books to borrow and reads to the children. These approaches successfully foster literacy development. However, there are few opportunities for mark making, print recognition and mathematical development in the role play area and children have little opportunity to put the use of writing, print and number into real contexts.

Children learn basic concepts and solve problems as staff include mathematical language in the fishing game. Children confidently count to ten and answer questions, such as, one more and one less. The children enjoy comparing shapes and colours in the jigsaw and the cutting shapes activity. They learn about recording information as they contribute to height, shape and colour charts.

Children learn to predict and investigate and have opportunities to extend learning about the world. Such as, during the bathing the baby activity and within the environment theme. The children complete activities with enthusiasm and with little adult intervention. They have access to basic information and communication technology like tape players and can confidently use the computer. Interesting planned sensory and creative opportunities enable children to experiment and explore shape, colours, textures and sounds in a variety of different mediums. For example, using instruments during music sessions and free painting activities.

The quality of teaching and learning is good. Staff have good knowledge and understanding of the Foundation stage and this provides a firm foundation for the whole curriculum. A variety of teaching styles is used from individual, groups and whole class. Consequently, children make good progress in relation to the stepping stones.

Every child is involved in the setting where planning systems are in place and activities are adapted to include younger children and those with special needs. Children who are more able have the opportunity to extend their learning and staff liaise carefully with the reception class to ensure that activities are appropriate. Staff have a good awareness of each child's ability level as they successfully identify ways to extend their learning during the activities. For example, a child who knows all of her initial sounds is moved onto letter formation. Written observations and assessments do not always predict the next steps in development for each child and the staff are beginning to explore ways to make these observations more evaluative for each child.

Helping children make a positive contribution

The provision is good.

Children benefit from a policy on equal opportunities which includes a statement about anti-discriminatory practice. The group are very aware of the backgrounds that children come from and ensure that they settle well and feel secure very quickly. Children are well supported as they settle into the group.

Children with additional needs are supported through successful liaison with parents, staff training and implementation of training in practice. Inclusion of all children is promoted through the recording of children's individual needs and aspects of their progress. Staff use external agencies, such as, the local inclusion team, to ensure that the care offered to children with additional needs is appropriate.

Children are very well behaved and staff have very high expectations of the children. Staff are very good role models for children as they are calm and polite. Praise is given to all of the children all through the session and this increases their self esteem. For example, they are told, 'Lovely manners,' when they say thank you for their snack. They respond with enthusiasm to requests for help to tidy up. Children are observed supporting each other when they are distressed, for example, the child states, 'What's wrong, why are you crying?' and, 'I'm sorry, friend.'

Children learn to support charities and participate in events such as the, 'Big toddle,' for Barnardos and the, 'Chatterbox challenge'. Through this they learn to support people who need additional help.

Children's spiritual, moral, social and cultural development is fostered through these approaches.

Partnership with parents is good. Parents can easily access clear information about the setting and their role within the setting. There are regular newsletters and a well maintained notice board by the front entrance. Meetings are arranged, by the staff, to discuss the progress of the child and to give information about the curriculum. Parental feedback about the group is extremely positive. Parents feel that staff have a, 'high regard for the way in which children are cared for and stimulated,' and that staff are, 'trustworthy, reliable, caring and professional.' Parents are, 'extremely pleased with how children have developed,' and feel, 'reassurance and security,' while the children are attending the group.

Organisation

The organisation is good.

Children are cared for in a positive and supportive environment which effectively promotes their social and moral development. The group's commitment to improvement is reflected in the programme for staff training and continuous assessment of planning and practice. This maintains and improves the quality of care and learning for all children.

Children benefit from the smooth running of the group and the clear routines which make them feel secure. The manager uses induction procedures and ensures that staff are appropriately vetted and qualified. Staff are aware of their role within the group and they work well together to promote the effective running of the group.

Records detail the individual requirements of each child and include most relevant consents and contacts. However, some parental consents are missing for some children. A detailed and relevant range of policies and procedures are in place to promote the safety and wellbeing of the children present in the group.

Leadership and management is good. Children benefit from the appropriate leadership of the group. The manager and staff work well together to ensure that children are provided with good quality care and education.

The provision meets the needs of the children who attend.

Improvements since the last inspection

At the last nursery education inspection, the group were asked to review strategies for how children are grouped, the pace of activities and for managing the children's behaviour. The group follow a clear routine, which includes a balance of child and adult initiated activities. Children are busy and engaged and behaviour is well managed.

They were also asked to improve the planning for physical development and knowledge and understanding of the world and to ensure that more able children learn about the sound of letters and letter formation. Children have access to physical activity on a daily basis and planning for knowledge and understanding of the world shows a good balance of activities. All children learn the sounds of letters, participate in writing activities and have opportunities to recognise and write their names throughout the session.

At the last care inspection, the group were asked to consider how the space around the front entrance is managed and to ensure children are able to move freely and safely. The areas are well set out and the space around the entrance is clear and this ensures that children can move safely.

They were also asked to further develop some of their policies and procedures. The group have a comprehensive range of policies and procedures, which are appropriate.

These improvements ensure the continuing quality of the care and education offered at the group.

Complaints since the last inspection

There are no complaints to report.

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

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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):

- ensure children have access to fresh drinking water at all times
- ensure parental consents are in place for all children.

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):

- include opportunities for communication, language and literacy and mathematical development in the role play area so that children can experience print and number in context
- continue to develop observations of children and ensure that they are evaluative and point to the next steps in the child's development.

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