



Royston Playgroup

Inspection report for early years provision

Unique Reference Number	137339
Inspection date	15 November 2005
Inspector	Laura Brewer
Setting Address	High Street, Penge, London, SE20 7QR
Telephone number	020 8289 4509
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Registered person	Royston PlayGroup
Type of inspection	Integrated
Type of care	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.

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?

Royston Playgroup is a committee run group which opened in 1968. It operates from three rooms within purpose built premises on the grounds of Royston School, situated in the Borough of Bromley. There is an enclosed playground available for outdoor activities. The playgroup serves the local community.

There are currently 57 children aged from 2 and a half to under 5 years on roll. Of these, 44 receive funding for nursery education. Children with special needs and

those who are learning English as an additional language are fully supported.

The group opens five days a week during school term times. Sessions are from 08:55 until 11:50, Monday to Friday and from 12:45 until 15:15, Tuesday to Friday.

There is a total staff team of 11 with a minimum attendance of 4 staff at each session. All staff have a relevant early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about the importance of good personal hygiene through well organised activities and routines. Children know why they should wash their hands after using the toilet and before eating snacks to ensure they remain healthy. Effective procedures such as staff consistently ensuring that equipment and resources are clean, sustains good levels of hygiene and helps prevent the spread of infection. Children's individual health needs are met as comprehensive written information is taken and shared with staff during the admission period.

Children enjoy a varied range of energetic physical activities that contribute to a healthy lifestyle. This enables them to develop their abilities and self-confidence. Staff offer new challenges to children which enables them to develop their skills whilst using climbing equipment, hoops, balls, bikes and wheeled toys.

Children benefit from a range of healthy, nutritious snacks. Fresh fruit is regularly available to children and staff use opportunities to promote discussions about healthy eating practices. For example, children know that milk helps teeth and bones to grow strong. Special dietary requirements are complied with which ensures children remain healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming and appropriately maintained environment. The premises is well organised to enable children to move around freely and safely. Toys and equipment are in good supply, safe and attractively presented to encourage children to explore.

Risk assessments help to minimise children's risk of accidental injury although the temperature of the radiator in the computer room could present as a hazard to children. The fire prevention is good and regular fire drills help children become familiar with the procedures so they learn how to leave the premises quickly and safely.

Children learn the importance of behaving in a manner that does not endanger or hurt themselves or others as a result of clear guidance. For example, staff clearly

explain to children how they should use equipment safely in the outdoor play area.

Children's welfare is protected. The leaders ensure that procedures are up-to-date and that staff have a full understanding of their responsibilities in relation to child protection issues.

Helping children achieve well and enjoy what they do

The provision is good.

Children throughout the playgroup are confident within the setting and have built secure relationships with the staff. Staff consistently interact well with children and have a secure knowledge of child development which improves children's achievements. They enjoy participating in a varied sensorial programme and energetically explore a range of materials, for example whilst experimenting with water, sand and malleable materials. There is a wide range of play resources available which enables children to develop new ideas and concepts.

Children's communication skills are effectively encouraged by staff and they enjoy looking at books, singing and exploring music together. They play imaginatively using all of their senses and gain good levels of self-esteem and confidence.

Nursery Education

The quality of teaching and learning is good. Children are keen to learn and quickly settle to become involved in activities. Children initiate conversations about their own experiences, for example whilst talking about visits to the park with their families. They confidently experiment with writing for a variety of purposes and many children can write their own names independently.

Children spontaneously incorporate counting during their play and can confidently count up to 10 or more. They recognise and name shapes and use size and positional language in daily activities. Children are able to pour their own drinks at snack time demonstrating high levels of independence. They are sensitive to the needs of other children within the group and show care for the environment by helping during tidy-up time.

Children develop a lively interest in the world around them. They excitedly talk about a previous activity where they grew pumpkins in the outdoor area. Topic work is used well to re-enforce children's learning throughout the sessions. For example, children were able to make porridge, weigh compare bears, draw bear pictures and act out a story all in connection with the 'Goldilocks and the three bears' topic.

Staff use their secure knowledge of the Foundation Stage to provide a broad range of activities. However, the planning for creative development, does not always enable children to freely access creative resources and some creative activities are too adult led which limits children's opportunities to develop their own self-expression.

Helping children make a positive contribution

The provision is good.

Children benefit from the effective partnership staff have developed with parents. This ensures children settle well and have their individual needs met. They experience consistent care due to good communication systems between parents and staff. Children build close relationships with staff and are happy and secure in their environment. Children with special educational needs are well supported because staff work closely with parents and outside professionals to offer good levels of individual support.

Children show a sense of belonging when they share their experiences about their family and friends. They are introduced to a variety of cultural traditions which helps to develop a positive attitude and respect for others. Children's self-esteem is fostered when staff praise them and recognise their achievements, such as when they tidy up or complete a task. Children are well behaved and work harmoniously with each other in response to the realistic boundaries and expectations of staff. This positive approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents of children who receive nursery funding is good. Staff regularly share information about their child's progress through daily contact, meetings and by sending children's work home. There are effective systems in place to ensure parents are well informed of the curriculum followed and activities provided. Parents are actively encouraged to be involved in their children's learning. For example, they are welcomed into the setting to share their skills and they extend topic work which reinforces children's learning.

Organisation

The organisation is good.

Children are cared for by suitably qualified staff who have been appropriately vetted, due to effective recruitment procedures. Induction training, policies and procedures work well in practise, ensuring the efficient management of the playgroup. All of the required records are in place, however attendance records lack sufficient detail to ensure that children's safety is monitored. Staff have a good knowledge and understanding of child development which enables them to meet children's individual needs well.

Leadership and management of the nursery education is good. There is a commitment to develop the provision and the leaders have clear aims for the future. Staff are competent within their roles and have a secure knowledge of the Foundation Stage and how to use it in practise to support children's development. Staff are supported in their work and ongoing training is actively encouraged.

Parents are kept up-to-date about their child's progress through regular contacts with staff. The range and quality of activities provided for children ensures they make steady progress. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The last Children Act inspection recommended that the risk assessments were reviewed and the role of Ofsted was clarified in written policies.

Risk assessments completed now cover all aspects of the provision to ensure children's safety is promoted. The written policies have been reviewed, although information in the complaints procedure is not up to date, which means some information available to parents is inaccurate.

The last nursery education inspection recommended that a method is devised to ensure that quiet and less able children experience the full range of activities.

The activity planning now includes more information on the grouping of children which ensures that children receive sufficient support on a one to one basis or in small groups. Staff are vigilant about ensuring that all children have equal access to the activities available which means all children's needs are able to be met.

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.

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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 the radiator in the computer room does not present as a hazard to children
- introduce a system where the attendance records identify the hours which children attend.

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):

- ensure children have sufficient opportunities to explore creative materials which enables them to develop their own self expression.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk