



Kibworth Village Hall Playgroup

Inspection report for early years provision

Unique Reference Number	226423
Inspection date	14 September 2006
Inspector	Susan Andrews
Setting Address	Village Hall, Station Street, Kibworth, Leicester, Leicestershire, LE8 0LN
Telephone number	0116 279 2654
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Registered person	Kibworth Village Hall 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 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?

Kibworth Village Hall Playgroup was registered in 1974 and operates from the village hall building in the centre of Kibworth Beauchamp, Leicestershire.

A maximum of 26 children may attend the playgroup at any one time. The playgroup provides sessional care and is open from 09:00 to 12:00 on weekdays during term time.

There are currently 35 children aged from 2 years to 5 years on roll. Of these 16 children receive funding for nursery education. Children come from the local community and surrounding villages. The playgroup has experience of supporting children with learning difficulties and disabilities and also children who speak English as an additional language.

The playgroup employs seven members of staff, this includes relief staff. The four regular staff hold appropriate early years childcare qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in clean, spacious premises where they enjoy regular physical play indoors and occasional opportunities to gain fresh air and exercise on walks and outings. Indoors, children use their small muscle skills with varying degrees of control as they dress and undress dolls, managing buttons and Velcro, use brushes at the paint easel and single-handed tools such as paper hole-punches. Children develop their hand and eye co-ordination as they construct a train track, use scissors, pencils and chalks as well as threading and construction toys. Children play with a selection of resources indoors that develop their large motor skills. For example, they tip-toe, march, roll, stretch and move freely to music. Children play with scarves and hoops, and throw and catch balls as part of indoor exercise. Children enjoy moving freely around the indoor play area, as they manoeuvre wheeled toys. Children negotiate space with ease, changing direction, avoiding others carefully as they play. Staff supervise for safety and help children to focus on purposeful play, developing learning opportunities with skill and direction.

Children wash their hands after using the toilet and before having their snack. Appropriate general hygiene practices are in place, for example, antibacterial sprays are used by staff to clean tables after activities and before snack-time. However, children share portable bowls to wash their hands after using the paint easel which does not minimise the risk of cross infection. Although routines are well-established, staff seldom explain the reasons why it is important for children to follow simple good health and hygiene practices or provide them with opportunities to develop their independence and meet their own needs, for example, by making tissues readily available for the children to wipe their own noses.

Staff liaise with parents to ensure they have ready access to information enabling them to meet children's individual health needs such as allergies. Several staff hold first-aid qualifications. They are familiar with appropriate medication and accident procedures. Therefore staff are able to respond effectively and act in the children's best interests in the event of an accident or should a child become unwell while at the setting. However, accident records lack sufficient detail.

Snacks and drinks including milk, juice, fruit and biscuits are provided at set times during the session and these snacks are sufficient in quantity for children's needs. However, opportunities to encourage choice and independence are not always fully promoted, as children are not encouraged to be involved in their preparation or serving. Explanations are not frequently offered by staff, about the importance of healthy food and lifestyles therefore children do not learn why these things are important. Further drinks are readily available to children upon request, however jugs of water and beakers are not placed within easy reach of the children to encourage their independence and self-care.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children across the age range usually settle readily in the secure premises which offer sufficient indoor space for them to engage in quiet activities and be physically active. Appropriate policies are in place and there are a range of procedures to be followed in the event of an emergency, so helping maintain children's safety. Appropriate precautions, such as regular fire drills and the use of electrical socket covers, are in place to minimise hazards identified within the basic risk assessments. Children generally follow established safety expectations and staff begin to help them to understand the reasons for these, for example, the risk of slipping on a wet floor.

Regular health and safety checks are made to ensure the premises, play equipment and furniture remain safe and suitable for their purpose. An appropriate range of activities, toys, equipment and furniture to meet children's developmental needs are available. These include adult-led and child-initiated activities that are well presented and generally provide a suitable environment to promote children's learning.

Staff are extremely vigilant in the supervision of children. The security arrangements for the arrival and departure of children is extremely well-managed so that children are safe. Careful attention is given to ensuring children's attendance is appropriately recorded. Strategies are in place to ensure only authorised persons can collect children and all visitors to the setting are recorded and supervised. Staff have a satisfactory knowledge of child protection issues and reporting procedures. They are fully aware of their duty to protect the children in their care, therefore children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are generally happy and settled in the playgroup and lots of reassurance and support is given by staff to new starters so that the children feel secure and relaxed. They are welcomed into the setting and cared for by enthusiastic and motivated staff who give children lots of individual attention. Children are able to approach staff with ease and form close, trusting relationships. Children's overall development is generally supported as staff have a clear understanding of how they learn, and strategies are implemented to plan for younger children's development, for example, through the use of the 'Birth to three matters' framework. Children experience a range of activities and spontaneous experiences that they choose, access independently and enjoy. Children are creative, physically active and enjoy story-times and singing songs. They happily engage in role play, dressing-up and re-enacting familiar events such as 'pretend cooking' and 'going shopping'. As a result children develop a sense of where they fit into their family, the setting and the wider community.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a suitable knowledge of the foundation stage. They are aware of how children learn and progress through the stepping stones, what the areas of learning include and they provide a range of appropriate activities. However, strategies for the evaluation, assessment and planning of the curriculum are not

based on observations on what children need to do next, therefore some children are unable to fully extend and sustain their learning. Staff are enthusiastic, they ask questions and invite children to think and predict for themselves during activities and lively conversations. Children have frequent opportunities to self-select play experiences and therefore many activities are child-initiated with staff providing close support and encouragement.

Children listen well in small groups situations, for example, when they listen to stories and when staff speak and answer questions. They are beginning to be confident speakers as they increase their skills, confidence and vocabulary. However, children's behaviour during large group activities such as movement to music, during registration or tidy-up times, is not managed effectively to focus children's attention or to help them listen attentively to staff and each other. Therefore, particularly younger children, due to their limited focus, attention span and lack of confidence find it difficult to know what is expected of them or maintain an interest in the large group activities.

Children are interested in their chosen play activities and generally enjoy their time and have fun at the playgroup. They form good relationships with their peers and play well together, for example, as they take turns and share their toys. Children's self-care skills are not always promoted, as children do not pour their drinks or help prepare their own snacks, and further opportunities are lost, for example, to put on their own coats and do up the fastenings or to access the tissues to blow their own noses.

Children's mark-making skills are fostered with a variety of materials available on a daily basis. For example, children use paint brushes and chalks at the easel, they draw and write with pencils and crayons as part of art activities and in the role-play areas and draw letters and numbers in the sand with their fingers. Children enjoy looking at books and respond well particularly in a small group situation as staff ask questions and they confidently predict what might happen next. For example, in a story-book about 'what makes a rainbow,' children ably predict what colour appears on the next page. Children are learning that the printed word has meaning and follow words on the page from left to right. Labels and displays around the playgroup room help children to become familiar with letters and numbers linking them effectively to objects and places.

Children's mathematical development is encouraged frequently. Older children are able to count confidently from 1 to 10. They use their fingers and point to simple objects as they count and respond to numbers in everyday conversations, for example, one child telling another that, 'two more can sit at this table'. Children use positional language such as 'under' and 'next to' in the sand activity, as children find hidden shells marked with numbers. Children evaluate and make comparisons about size, shape, weight and volume using containers in the sand tray, discovering which is bigger and when it is full, it becomes heavier.

Children develop their physical skills and their creativity through the use of a range of art materials and tools as they paint, crayon and create collages and models. Children use their imagination to express their ideas and feelings through stories and in play situations that reflect their home and the wider community. They dress up, put on aprons as they pretend to do some cooking in the home corner. Children remember and sing familiar songs, they listen to music,

dance and use musical instruments with great enjoyment and explore different tones and rhythms.

Helping children make a positive contribution

The provision is satisfactory.

The playgroup is committed to equal opportunity principles, ensuring children feel a sense of belonging, are valued and respected. Staff liaise closely with parents to ensure the children's individual needs are met. The setting has policies and procedures in place that underpin their commitment to support children who have learning difficulties or disabilities. Children have access to a range of resources, play opportunities and activities which reflect diversity and that help children begin to positively acknowledge cultural differences and diversity. For example, through the use of puzzles, dolls, dressing up clothes and books. Staff ensure children feel a sense of belonging as new children are sensitively supported so that they settle and become more confident.

Children's spiritual, moral, social and cultural development is fostered. Children are building their self-esteem and are beginning to learn right from wrong. The playgroup has a written behaviour management policy that is underpinned by sensible house rules. Children are praised and encouraged by staff to be kind to each other, take turns and share. However children's behaviour is not always managed effectively as the noise level is often high in large group activities such as movement to music, tidy-away time and when staff take the register. As a result children do not always listen attentively to what staff are asking them to do.

The partnership with parents and carers is good. Parents speak favourably of the welcoming environment which particularly helps new starters to settle and feel secure. Staff take positive steps to build good, ongoing relationships with parents, consulting them and seeking their views through termly questionnaires, so that they feel involved and contribute to their children's playgroup experience. Parents and carers are provided with verbal and written information about the six areas of learning and information is shared regularly through ongoing dialogue, regular newsletters and the parents, daily notice-board. A base-line assessment is conducted at the time a child is placed at the setting and the records of children's development, achievements and progression are available to parents at all times. The positive partnership that is established with parents, contributes to children's overall learning and well-being.

Organisation

The organisation is satisfactory.

Children receive a satisfactory level of care from enthusiastic and motivated staff. Staffing is organised to ensure the children are cared for by enough suitably checked adults to maintain safety and supervision. They hold appropriate qualifications and are experienced in providing care and nursery education. Staff are generally familiar with the National Standards, policies and procedures, the 'Birth to three matters' framework and the Nursery Education Foundation Stage. However effective systems whereby staff's competency is appraised, monitored and their training needs identified, have not yet been implemented.

Appropriate documentation is maintained and the operational plan works in practice. This supports children's health, safety and well-being. The setting operates a key worker system, so that children are cared for by familiar adults who know the children well.

The leadership and management of funded children is satisfactory. Staff communicate well, they understand each other's roles and meet regularly to discuss daily childcare issues and plan the delivery of the foundation stage curriculum. Staff are aware of how children learn and progress through the stepping stones, what the areas of learning include and they provide a range of appropriate activities. However, strategies for the evaluation, assessment and planning of the curriculum are not based on observations of what children need to do next, therefore some children are unable to fully extend and sustain their learning.

Overall children's needs are met.

Improvements since the last inspection

At the last inspection several actions were raised. The setting was asked to address the following care issues. To devise an equal opportunities policy, ensure children have appropriate range of activities and resources that promote diversity, conduct a risk assessment and revise the child protection procedures to contain information regarding any allegations made against staff.

An equal opportunities policy and child protection policy have been produced and amended and are made readily available to parents. The range of activities and resources has been increased to reflect diversity and include the celebration of festivals and the provision of multicultural books, puzzles, dolls and dressing-up clothes. The setting indicated that they have been working with their mentor to continue to work on this aspect. A risk assessment has been conducted and a daily health and safety checklist is in operation, although this inspection identified that the risk assessment needs to be developed further.

Actions relating to the quality and standards of nursery education were raised. The setting agreed to develop planning and assessment of children's progress systems and develop staff's knowledge of the foundation stage. Significant steps had been taken to address these issues, staff have attended further training and worked with mentor teachers. They have implemented the 'Birth to three matters' framework and established a key worker system so that staff get to know children well and plan for their interests. However this inspection identified the need for staff to further assess and identify what children need to do next, so that foundation stage planning is influenced and children can progress more readily and sustain their learning.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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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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):

- ensure accident records contain sufficient detail
- devise and implement effective systems whereby staff's competency is appraised, monitored and their training needs identified
- develop more effective behaviour management techniques.

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 more effective use of observations, assessment and planning for what children need to do next, so that activities and experiences are better matched to children's individual stage of development and provide appropriate challenge, progression and purpose to encourage children's sustained, independent learning
- develop more opportunities to promote children's independence and self-care.

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