



# Hokey Cokey Playgroup and Railway Children Kids Club

Inspection report for early years provision

<b>Unique Reference Number</b>	205431
<b>Inspection date</b>	21 July 2006
<b>Inspector</b>	Rebecca Hadley
<b>Setting Address</b>	The Railway Children Child Care Centre, Station Approach, Comberton Hill, Kidderminster, Worcestershire, DY10 1QX
<b>Telephone number</b>	01562 740182
<b>E-mail</b>	
<b>Registered person</b>	Hokey Cokey Playgroup and Railway Children Kids Club
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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](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 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?

Hokey Cokey Playgroup and The Railway Children Kids Club opened in these premises 1995. They operate from their own building which has separate areas for babies, toddlers, pre-school and out of school children. It has an enclosed all weather outdoor play area and is accessible to wheelchairs users. The group is a registered charity and has a voluntary management committee that includes parents.

It is situated adjacent to Kidderminster and the Severn Valley Railway stations and is

within walking distance of the town centre and Lea Street, St George's and St Ambrose First Schools. Ten pre-schools and schools, including those in nearby rural areas, are served on foot or in vehicles. There are allocated parking spaces for parents dropping off and collecting children. The group serves a wide geographical area, and a diverse cultural and economic community.

The setting is registered to care for 38 children under 5 years and 20 children between 3 years and 8 years before and after school. There are currently 106 children from 3 months to 8 years on roll. This includes 26 children who receive funding for nursery education. The group opens five days a week all year round between 07:45 and 18:00 (before and after by arrangement). Half and part day sessions are available. Children attend for a variety of sessions. The group supports children with disabilities and those who speak English as an additional language.

Sixteen full and part time staff work with the children. Thirteen staff have relevant early years and childcare qualifications and two are currently on training programmes. In addition, all staff have relevant first aid training. Students attend on placement from local colleges and there is an in-house National Vocational Qualification assessor. The setting receives support from a mentor teacher from the local authority, has achieved the Pre-School Learning Alliance Quality Accreditation Award, and belongs to the Wyre Forest Play Forum and a nursery education provider's group.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's understanding and awareness of good health and hygiene is promoted through well planned daily routines. Children are learning about their personal hygiene and how to keep healthy, by washing hands at appropriate times during the day. Older children are able to explain the reasons for washing and drying their hands correctly, for example "you have to dry your hands or they'll get sore" and "we have to wash our hands 'cus we got germs". Children are further protected as they all wear sun cream and hats when going outside. Older children are aware of the importance of this and one child said "If you get too hot you can sit in the shade". Children are comforted if they become unwell. They are well protected from infection through clear procedures. Children's welfare is promoted as all staff hold a valid first aid certificate, and accident and medication records are correctly filled in.

Regular opportunities are provided for all children to enjoy physical play both inside and in the fresh air, through games, balancing beams, and ride along toys such as bikes and scooters. Younger children are developing their independence physically and emotionally. For example, staff supported a younger child who wanted to balance on the beams but was unsure and nervous, the child eventually walked round with adult support. Babies are encouraged to climb, crawl, stretch, stand and walk with the aid of resources and staff support. Children are active and are becoming increasingly independent, acquiring new physical skills and control over their bodies. They are learning to express their needs and are beginning to meet

those needs independently for example, by learning to dress and undress.

Children learn about healthy eating and can talk about what is good for the body. For example, one child told me "Milk is good for our teeth and bones". The children are well nourished because the setting provides children with healthy snacks such as a variety of fresh fruit. Children with allergies and dietary requirements have their needs met because staff liaise with parents before children start and throughout their time at the group. All children access drinks such as water and milk throughout the day, and drinks are also available when children are outside which ensures that they do not become dehydrated.

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

The provision is good.

Children are safe as a result of the adult's good awareness of health and safety and the wide range of supporting policies and procedures. High priority is given to reducing the risk of accident or injury. Good attention is given to all aspects of safety inside and outside the setting and children learn the importance of keeping themselves safe through planned and unplanned learning activities such as crossing the road safely when on outings and understanding that scissors are sharp. They are well protected through in-depth evacuation and fire safety procedures which are regularly practised and recorded. One child said "are we having a fire?" when he held the safety rope to go outside. Sleeping babies are well protected through constant supervision. Good organisation of space ensures that children can choose independently from activities, and move around freely and safely.

Children are cared for in premises that are welcoming and child centred. Staff welcome children individually as they arrive and spend time talking to them. Displays are bright and at child height and children's work and photographs are displayed. All areas are brightly decorated and clean which creates a welcoming environment for the children. Children are kept safe as the premises are secure and there is a safe procedure for the collection of children.

There are clear and thorough child protection policies and procedures in place. All staff understand known indicators of abuse and are aware of the procedures they should follow in the event of a concern about a child in their care. Therefore, children's welfare is promoted and safeguarded.

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

The provision is good.

Children are confident, well settled, happy and comfortable in their environment. They benefit from the good knowledge of child development held by the staff. Staff have a reasonable knowledge of the children's starting points, because they are discussed with parents before the child starts. However, they do not carry out baseline assessments and observations to find the child's developmental range, likes and dislikes to help the children progress in all areas of development and learning.

Positive interactions can be seen between children and adults and children actively seek out staff to help them and join in their games. For example, children in the pre-school room invited staff to come into the café for a drink, and a younger child who was feeling tired went to a member of staff for a hug.

Babies and young children benefit from staffs implementation of the 'Birth to three matters' framework. Children are beginning to develop independence and are interested and involved as they choose from a wide range of activities. Children have first hand experiences to develop curiosity as learners because staff encourage them to take part in new activities such as exploring shells, pine cones, megaphones, stress balls and chocolate playdough. Babies expressed delight and wonder, laughing, shouting and squealing with glee as they played in the ball pool.

Children are developing self esteem through seeing their work and photographs displayed. 'Birth to three matters' is used to develop plans for younger children and activities are pitched at children's age and stage of development. At the end of the month all plans and assessments are looked at and discussed to ensure that children are moving forward at a pace suitable to their individual needs

Nursery education.

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the early learning goals and how children learn and progress. Activities are planned to provide a broad and balanced range of activities across the six areas of learning enabling them to make progress through the stepping stones. Evaluation and assessment is used to inform planning to meet children's individual learning needs.

Children have a positive attitude to learning. They are interested, and motivated to learn and try activities, often jumping up and down with excitement, for example, when they wanted to play in the cafe. They are becoming aware of their own needs and are forming good relationships with both adults and their peers. They call to their friends excitedly as they arrive and seek them out to join them in their activities. They are proud of their achievements and seek out staff to show them what they have made. For example, one child pointed out the picture he had displayed on the wall of his self portrait. The children understand the difference between right and wrong and why. They consider the consequences of their words and actions for themselves and others. One child told another "not to talk with his mouth full because it's rude" and another told his peer "not to push in to the line because it's not nice"

The children use speech to organise and explore real and imagined experiences, ideas and feelings. For example, one child said "my tooth went down the plughole to the sea but the fairy left me a letter and gave me a pound and then I'll be rich" Children enjoy listening to stories and join in their favourite ones. However, the organisation of story time does not always allow all children to fully participate. Children are beginning to understand that print carries meaning and is read from left to right. They self register with the help of parents, and have opportunities at times during the day to recognise their names. However, this time is quite disruptive and does not encourage children to recognise the names of their peers. Younger children are beginning to make marks when using the mark making table and chalking

activity. Older children are beginning to form recognisable letters and some can write their name.

Children are developing number and problem solving skills through a variety of activities such as counting to 10 when paying hide and seek. They recognise numbers on the computer, the cars outside and the tables at the café. This enables them to use numbers spontaneously in their play. They show a developing understanding of addition and subtraction through practical activities, and use correct vocabulary. For example, children counting the fibre optics in the box said “two and one makes three”. The children use language to describe and compare shape, position, size and quantity through activities, such as measuring and comparing the size of footprints, and using words such as bigger and smaller.

Children enjoy exploring and investigating new and familiar objects such as looking at textures that reflect light and white objects under ultra violet lights. They grow broad beans, daffodils and sunflowers and can name roots and shoots. The children know about the uses of everyday technology and use Information Communication Technology and programmable toys such as tills in the cafe, and a computer to support their learning. They easily recognise and name familiar objects from their environment and can name animals that live in the sea such as starfish, crabs and sea horses. Their knowledge is extended through topics such as mini beasts, making a wormery and trips to the local café and library.

Children move confidently with control and co-ordination in a variety of ways. They move imaginatively and safely, under, over and through balancing and climbing equipment and obstacle courses. They are developing an awareness of space and are able to negotiate a suitcase down stairs from the role play area and play with the parachute. The children recognise the importance of staying healthy, for example, eating healthy food. They use their imagination in a variety of ways such as being a chef in the café and enjoy the role play area which is often transformed into different scenarios such as a shop and a travel agent. The children recognise and explore how sounds can be changed and use musical instruments to make different sounds such as rain. The children respond in a variety of ways to what they see, hear, smell, taste, touch and feel. They express and communicate their ideas, thoughts and feelings by using a widening range of materials such as fibre optics and identify smells such as herbs and lemons when blindfolded. One child said “smell my hands they’re all soapy”

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

The provision is good.

Children are treated with equal concern and are highly valued and respected as individuals. Children enjoy a good range of resources and activities such as dolls, puzzles, small world figures, posters, books, musical instruments and dressing up clothes, which promote their understanding of the wider world. Children’s individual needs are identified and met well. Children with disabilities or additional needs are well supported and strategies are in place to identify and support children with specific needs. The children’s spiritual, moral, social and cultural development is

fostered.

The children behave well as they understand clear and consistent guidelines and expectations of behaviour. They play harmoniously together and are learning to share and to take responsibility for their own behaviour. For example, children who both want the same pushchair are encouraged by staff to sort out their differences and share. Staff are good role models and promote children's confidence and self esteem through positive praise and encouragement.

The partnership with parents and carers is good. Parents speak highly about the quality of the provision, and the enthusiasm and commitment of the staff. Parents are actively encouraged to share their views through the setting's questionnaires, and to be fully involved in their children's learning. However, staff do not always gain information from parents to ensure that children settle well and their routines are met and understood. They receive information about their children's progress through daily conversations with staff, a daily diary and parents evenings. Notice boards outside each room and displays which highlight activities and themes keep parents fully informed. They are provided with clear information about the setting in a clear and comprehensive prospectus. The nursery provides good information to parents about the Curriculum guidance for the foundation stage and the 'Birth to three matters' framework.

## **Organisation**

The organisation is good.

The nursery offers a warm and welcoming experience where children are happy and settled. Children's care is further enhanced by effective organisation and resources to support and extend their development and learning. Staff are well qualified and effectively deployed to ensure that children receive a high level of care and attention.

Comprehensive, detailed documentation is in place and regularly reviewed to ensure that requirements are met. There is a detailed operational plan in place to ensure the smooth running of the setting.

The leadership and management of the setting is good. Effective steps are taken to plan ahead, evaluate and improve the service offered. Recruitment and vetting procedures ensure that staff are suitable and well qualified. Ongoing training for staff supports children's development and learning.

Senior management and staff are enthusiastic and work very well together. They are totally committed to providing a high level of care and education for the children and are constantly looking out and implementing ways to move the setting forward. Overall, the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the setting agreed to ensure that the premises are clean and that floors are free from debris, organise the storage of drinking bottles to enable

children to easily access them at all times and ensure that the water in them is changed regularly, organise group and activity times to ensure that all children are interested and able to participate fully, and raise staff's awareness of the need to plan interesting, age appropriate activities for the children and of how to further extend activities to broaden children's knowledge and achievements. Since the last inspection the carpet in the pre-school room has been changed and the room re-decorated. This has enhanced the appearance of the room and has created a clean, welcoming environment for the children. The storage of drinking bottles with fresh water has been re-organised and children are now able to easily access them at all times. Most activities are now organised to ensure that children are able to fully participate in them, although this is still a recommendation in this report. Staff have attended Foundation Stage training and worked closely with the teacher mentor to ensure that children now access interesting and age appropriate activities to ensure that they progress at a pace suitable to their individual needs.

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

## **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 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 that all staff are aware of gaining relevant information from new parents to ensure that children settle well
- introduce a system of baseline assessment for all new children to ensure that their needs are fully understood and met

#### **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):

- organise group and story times to ensure that all children are able to fully participate.

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](http://www.ofsted.gov.uk)