



## Raglan Road Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	318669
<b>Inspection date</b>	21 September 2006
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<b>Registered person</b>	Raglan Road Pre-School Playgroup
<b>Type of inspection</b>	Childcare
<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

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.

### WHAT SORT OF SETTING IS IT?

Raglan Road Pre-School Playgroup opened in 1965. It operates from the main room of a scout hut and has an enclosed outdoor play area. The group is committee run and serves the local area.

There are currently 50 children who attend on a variety of placements. The setting supports children with special needs and who speak English as an additional language.

The group opens four days a week during school term times. The playgroup sessions are from 09.15 until 11.45 on Tuesday, Thursday and Friday, 12.45 until 15.00 on Tuesdays and the rising five's sessions are from 09.15 until 11.45 on Wednesday and 12.45 to 15.00 on Thursday.

The setting employs four staff who all hold an appropriate early years qualification. The playgroup receives support from the advisory teacher in Trafford.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are welcomed into premises which are warm and generally clean. Suitable procedures are followed by staff to protect children from illness and infection. For example, the playroom is cleaned at the end of each session and staff ensure that surfaces are wiped down after snack time and messy play. Minor injuries are dealt with appropriately as all staff hold first aid certificates and a first aid box is in place. If children become unwell whilst at the playgroup they are comforted and their parents are contacted straight away. Children are encouraged to manage their own personal care and staff talk to the children about germs, reinforcing their understanding of the underlying concepts of good hygiene practices. Staff provide appropriate support, encouragement and equipment to ensure children become independent and develop good self-help skills. For example, step stools are available in the bathroom areas to allow children to reach the sink to wash their hands. Children's health is further promoted as staff raise their awareness of the need to wear hats on hot sunny days.

Children have sufficient opportunities to engage in physical play. They happily jump up and down on the trampette and squeal with delight as they successfully throw bean bags through the basketball net. Musical activities provide opportunities for children to dance, swing their arms and wiggle their fingers, allowing them to experiment with different ways of positioning their bodies whilst having fun.

Snack times are relaxed social occasions where children sit and chat as they eat their apple and biscuits. Different children are chosen on a daily basis and given the responsibility of handing out snacks to others in the group. Acceptable procedures are in place to ensure that children have regular access to drinks.

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

The provision is satisfactory.

Children are warmly welcomed when they arrive at the setting. The hall, which is the main indoor play area, is maintained at an appropriate temperature and the door to the outdoor play area is kept open when the weather is warm to ensure that children are kept cool. Some examples of children's art work and posters are displayed, which gives children a sense of belonging within the setting. Music played gently in the background at the beginning of the session, helps children settle quickly in a relaxing environment. There is a good selection of furniture which allows children to play, rest and eat in comfort. A wide variety of resources and play materials are available and meet the needs of all the children who attend. Staff check the toys and equipment on a regular basis to minimise the risks to children.

Children are well supervised as they play. Written risk assessments are in place which cover most areas of the setting. The entrance to the building is closely monitored by staff to prevent unknown persons entering. However, a visitor's book is not maintained, which compromises children's safety. Safety precautions, such as fire detection equipment further contributes to the protection of children, however, a tap located underneath the wash basins in the bathroom

is accessible to the children and poses a risk to their safety. Procedures for evacuation of the building are carried out on a regular basis so that children become familiar with practices. Children are learning about personal safety as staff gently explain to children the correct way to carry chairs to prevent them hurting themselves.

Children are protected because staff have a sound understanding of issues and procedures relating to child protection. A child protection policy is in place and shared with parents.

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

The provision is satisfactory.

Children smile happily when they enter the playgroup and eagerly explore the range of opportunities that have been invitingly set up by staff at the beginning of the day. A warm welcome is extended to parents who are encouraged to stay as long as they wish to ensure their children are happy and settled. Such practices promote consistency and security in children's lives. Staff are aware and skilled in meeting their emotional needs, such as settling children into the playgroup at the beginning of the academic year and developing confidence and self-esteem. Written play plans are in place and there is a balance of adult-led and child-initiated activities.

Children are secure in the routines of the playgroup. They understand that coats and bags must be hung on their named pegs before they enter the playroom. Children interact well with each other as they feel the texture of sand and investigate what happens when sand is poured through a sieve. Children chat happily as they play with small world toys and make pictures using a variety of pulses. Children enjoy reading for pleasure. They happily sit in the attractive book area looking at the pictures and turning the pages. Story time at the end of the session is a popular activity and children become actively involved, roaring like lions and buzzing like bees. Role play in a variety of situations allows children to develop their own ideas as they dress up as spacemen, doctors and firemen. Staff join in with children's role play and extend their learning by encouraging them to listen to their heart beat through a stethoscope.

Children are becoming independent as they sweep up at the end of the session and help form a circle using chairs. Simple explanations, such as not throwing bricks in case they hurt themselves, help children learn right from wrong. Although staff have not yet accessed training in the 'Birth to three matters' framework, aspects of this curriculum are incorporated into children's play. However, planning and assessments need to be further developed to ensure the needs of younger children are fully met.

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

The provision is good.

Children gain awareness of the cultures and beliefs of others as they celebrate different festivals, such as Chinese New Year and Divali. They play with a good range of resources that reflect equal opportunities, helping them to gain a wider view of the world. Words meaning welcome are displayed in a variety of languages, which ensures that children who have a limited understanding of English feel valued and secure. Staff respect each child's individuality and

individual needs are well met. Staff demonstrate a positive attitude towards the care of children with special needs, understanding that they should be welcomed into a sharing and inclusive environment.

Children interact well with each other and other adults. Staff set themselves as positive role models and treat individual children with care and respect. Constant praise and encouragement helps to develop children's confidence and self-esteem. Consistent strategies are used, such as offering children simple explanations, to manage inappropriate behaviour. This helps children to understand responsible behaviour and work harmoniously together.

The partnership with parents and carers is good. Parents speak highly of the levels of care afforded to their children and they are actively involved in the day to day running of the playgroup. Verbal feedback at the end of the day, regular newsletters and a notice board keep parents up to date with the provisions and their children's care. Parents are given an information booklet, which outline some policies and procedures that operate within the playgroup.

### **Organisation**

The organisation is satisfactory.

Appropriate procedures are in place for the recruiting and vetting of staff. The committee and manager have systems in place to monitor the continuing suitability of staff, however, this evidence was not available at inspection. Children are cared for by qualified and experienced staff. Staff know and understand their roles and responsibilities with regard to the daily routines, ensuring that children's needs are met at all times. Required ratios are maintained to ensure that children receive appropriate care and attention of staff. The certificate is clearly displayed, allowing parents to be kept fully informed of conditions of registration. Space is organised to provide children with a balanced range of activities which they access freely.

Most records relating to the continuity of care of the children are in place and organised to respect confidentiality. However, some omissions have been identified; written parental consent to seek emergency medical treatment is not in place. Furthermore, the complaints procedure has not been updated in line with recent changes to legislation and systems are not in place to record concerns expressed by parents.

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

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

Following the last inspection the provider agreed to address some issues regarding hygiene and documentation. Significant progress has been made. Children bring in their own hand towels from home to prevent germs being spread, ensuring that good hygiene practices regarding hand washing are now in place. Children's individual requirements are now recorded on contracts and records of the hours worked by staff are now maintained. Registers indicate that times of arrival and departure are accurately recorded. Such practices ensure that the correct

documentation required by the National Standards for day care is maintained. However, a visitor's book is not in place and has been highlighted at this inspection.

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

Since the last inspection 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 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**

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.

## **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):

- make the low-level tap in the bathroom inaccessible to children and ensure a visitor's book is maintained
- develop an awareness of the 'Birth to three matters' framework with regard to planning and assessment
- update the complaints procedure and ensure a complaints log is maintained in line with recent changes to legislation
- ensure that evidence is available that staff's continuing suitability is being monitored and seek written permission for emergency medical treatment.

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)