



## The Avenue Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	205553
<b>Inspection date</b>	23 June 2006
<b>Inspector</b>	Kathryn Margaret Clayton
<b>Setting Address</b>	St Andrews Youth Hall, Charles Street, Cleethorpes, North East Lincolnshire, DN35 8QB
<b>Telephone number</b>	01472 601271 or 01472 605696 mrs moody
<b>E-mail</b>	
<b>Registered person</b>	The Avenue Playgroup
<b>Type of inspection</b>	Integrated
<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 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?

The Avenue Playgroup operates from St Andrews Youth Hall, in Cleethorpes. It has operated from these premises for 15 years and is run by a voluntary management committee. Children attending come from the local community. The group has sole use of the large hall whilst playgroup sessions are in operation. Kitchen and toilet facilities are also available. The group is registered to provide care for 24 children aged from two to five years. There are currently 45 children on roll, including 10 who

receive funding for early education. The playgroup opens from 09.30 to 12.00 on Monday, Tuesday, Thursday and Friday mornings and from 12.45 to 15.15 on Wednesday afternoon, during term time only. Five qualified staff are employed at the setting. The playgroup receives the support of the North East Lincolnshire local authority and The Pre-school Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are cared for in a clean environment where they learn the importance of maintaining suitable hygiene routines, such as washing their hands before having a snack. They start to become aware of the benefits of a healthy lifestyle as staff make sure there are opportunities available at every session for children to be physically active. Children play enthusiastically on a trampette and have access to equipment such as a climbing frame, slide and balancing beam over a period of time. All children are protected because there is a clear policy for the care of children who are ill, and there is a staff member who is trained in first aid available at every session. All staff understand the importance of maintaining accurate medication and accident records.

Children remain healthy because staff actively encourage them to drink during the session. A choice of water, fruit juice and milk is available to children. As well as biscuits, some healthy options are available at snack time including fresh fruit and raisins. Children also have appropriate opportunities to taste foods and learn about the benefits of a healthy lifestyle when taking part in a healthy eating theme. They have their individual dietary needs and allergies taken into account because staff have suitable systems to ensure children's needs are known and recorded. One example of these systems is ensuring parents are informed by letter before children take part in tasting activities.

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

The provision is satisfactory.

Children are cared for in a safe, secure, and suitably maintained premises that are made welcoming, with notices and displays of children's work. They enjoy playing with an appropriate range of toys and play materials such as construction equipment, puzzles, books, a trampette and role play equipment. The supervision of children is good as all staff work directly with them for the majority of the time. Children remain safe in the setting because staff are very vigilant with regard to security, and there is a comprehensive risk assessment of the premises in place.

When children and parents are arriving and departing from the pre-school there is always one member of staff on the door, whilst another maintains an accurate record of children who are present. Children start to learn about some aspects of keeping themselves safe as they are involved in the regular evacuation of the premises. They remain protected because staff follow suitable procedures and are aware that the

child is their first priority. However, should there be any child protection concerns staff are not fully aware of all of the agencies that should be informed.

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

The provision is satisfactory.

All children are confident in the setting. They settle easily and enjoy a suitable range of activities such as playing on the trampette, completing puzzles, painting, threading, water and construction play. Children are independent, for example, when washing their hands after completing a painting. They play happily because staff give them comfort and support when necessary and help them to remain engaged in activities, for example, after falling over. Children's confidence and self-esteem is suitably promoted by staff who listen carefully to them at all times. Young children start to solve simple problems independently, for example, by finding a step to stand on to be able to wash their hands after going to the toilet. They are secure in the setting because staff understand how to meet their individual needs. For example, children are able to bring comforting items from home such as a soft toy.

### **Nursery Education**

The teaching and learning is satisfactory and children make steady progress towards the early learning goals. Staff plan a suitable range of activities, however, there is no specific system in place to ensure that they are linked to the stepping stones over a period of time. Therefore children may not have the opportunity to take part in the full range of appropriate experiences. Children's progress is assessed by completing some suitable observations which enable staff to identify any areas that need to be worked on. Children enjoy appropriate planned opportunities to become aware of the local community, for example, when the setting arrange visits from organisations such as Fire-fighters and the Dentist.

Children confidently talk about what they're doing to staff members and they persevere and cooperate well with activities such as tidying away. Children aged three and four listen attentively to stories for example 'Winnie the Pooh'. Talk is used effectively by staff to help children to think, and to encourage them to speak correctly, for example, when completing a shape game. Many children speak clearly and confidently. The setting do not systematically plan to extend the learning of more able children, and therefore there are times when they are not challenged. One example of this is in being able to recognise their own names.

Children show an interest in numbers and have appropriate planned opportunities to learn about shapes, such as completing shape displays. Many children enjoy counting to 10 as a group during storytime. They start to learn about early problem solving when singing number rhymes such as 'Five little ducks went swimming one day'. Children have suitable planned opportunities to explore and investigate, for example, in sand, water, gloop, and when looking at mirrors. They start to show an interest in where they live and the natural world by taking part in activities such as visits to a local farm where they can see animals close at hand. Children are unable to effectively develop skills in the use of technology equipment as opportunities to do so are not available on a regular basis. They carefully and skilfully use tools when

playing with play dough and hold pencils and crayons correctly when colouring.

Children confidently use the trampette and move freely within the playroom. They are unable to effectively develop skills in the use of small physical play equipment as there are not regular opportunities to do so. Children explore colour appropriately, for example, when completing butterfly prints and can differentiate colours well. They join in with songs such as 'Old Macdonald has a farm', and 'This is the way we wash our face' with interest and enjoyment. They are effectively encouraged by staff as they play imaginatively with dolls in 'the nursery'.

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

The provision is satisfactory.

Children are valued as individuals and use a suitable range of resources that help them develop a positive image of diversity. These include items such as puzzles of disabled, and older people. The setting engage in appropriate activities such as looking at the flags from different countries who are involved in the World Cup. This helps to foster children's spiritual, moral, social and cultural development appropriately. All children behave very well because staff have a good understanding of how to promote positive behaviour. Praise is used appropriately by staff, for example, when children successfully build a model with duplo. Children learn skills from staff, who are good role models, which help them to resolve disputes themselves. Children's achievements are recognised and valued by staff. One example of this is when children receive certificates at the end of the session for success with potty training.

The partnership with parents is good. Children and parents receive an enthusiastic and friendly welcome from staff. Parents are given useful information about the setting. There is an open door policy and parents are welcome to discuss any issues with staff including their child's progress. Children benefit as parents are asked to fill in a comprehensive assessment about their child when they first start to attend. This helps the key workers to have a better understanding of the children's stage of development. Parents are actively encouraged to be involved in the setting. Although there is a complaints procedure in place, it is not up-to-date and does not include a system to record, investigate and report on complaints made by parents that relate to the National Standards.

### **Organisation**

The organisation is satisfactory.

Children benefit from being cared for by a stable and experienced staff group. All current staff have been appropriately vetted, however, should any new staff be appointed there are no systems in place to ensure they are suitable, including how the setting would obtain a criminal records check. Children benefit as the setting maintain an accurate register of their attendance and give them very good support through making sure the staffing ratios are good. Staff are deployed effectively, they work directly with the children for the majority of the time, therefore children are

happy and settled in the setting. They make sure that although there is no outdoor play area available, the indoor space is suitably organised to allow children plenty of freedom of movement.

Most of the documentation needed to support the service is in place, and suitably organised, however, evidence of qualifications and training is not available for some staff members. The leadership and management is satisfactory and children make suitable progress because staff work as a team, and have an open and willing attitude with regard to the ongoing improvement of the setting. They work closely with outside agencies and endeavour to keep up-to-date with changes. Overall, the provision meets the needs of the range of children for whom it provides.

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

At the last inspection there were a number of issues raised relating to record keeping, the procedure to follow should a child be lost, and how to correctly record any medication given. The setting were asked to engage and sustain children's interest and encouraging them to talk about what they were doing. Children's welfare has improved because the setting now accurately records their hours of attendance and there is a clear procedure to follow in the event of a child being lost. The pre-school have not administered any medication since the last inspection, however, they are now fully aware of the correct procedures to follow, including ensuring parents are asked to sign the records of any medication that has been given on a daily basis. Children's interest is maintained by the provision of an appropriate range of activities. When involved in activities children are encouraged to talk about what they are doing. One example of this is when children are completing collage butterflies.

### **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 are no complaints to report 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 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 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 complaints procedure includes a system to record, investigate and report on complaints made by parents relating to the National Standards
- ensure the child protection procedure includes details of the agencies that should be informed following child protection concerns and make sure all staff are fully aware of these
- ensure that there are appropriate systems in place for the appointment of new staff, including how to obtain a criminal records check
- ensure evidence of all staff qualifications and training are available for inspection.

### **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):

- plan to cover all appropriate stepping stones over time and provide a challenge for more able children
- provide more regular opportunities for children to develop skills in the use of small physical play equipment and technology equipment.

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)