



Windsor Playgroup

Inspection report for early years provision

Unique Reference Number	226506
Inspection date	20 September 2006
Inspector	Janice Rizvi
Setting Address	Methodist Church, Windsor Street, Burbage, Hinckley, Leicestershire, LE10 2EF
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Registered person	Jane Beardsworth
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?

Windsor playgroup has been registered to provide sessional care since 1984. The group meets in the local Methodist Church Hall in the centre of Burbage. The hall is situated at the end of a drive, away from the busy thoroughfare. Children have access to an outdoor area that is fully supervised via a portable gate at the side of the setting.

The group is registered to care for a maximum of 26 between the ages of two to five years at any one time. There are currently 45 children on roll. Of these 23 receive funding for early education. The group opens four days a week, during school term times from 09:00 to 11:30 on Mondays, Wednesdays, Thursdays and Fridays and from 11:30 to 12:45 Thursday and Friday. The setting also opens on Mondays and Wednesdays from 12:30 to 15:00.

There are five members of staff who work with the children, of these three have an appropriate child care qualification. The setting receives the support of a teacher mentor from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good hygiene practices through well-planned daily routines. Staff explain to children about the necessity for hand washing. Older children are becoming increasingly aware of their own personal needs and staff offer good support to younger children in helping them to recognise theirs. Taller children can independently access the hand washing facilities; however shorter children are unable to reach the soap dispenser. Good procedures such as staff consistently wearing disposable gloves when changing younger children's nappies sustain high levels of hygiene. This helps prevent the spread of infection. Sick children are cared for appropriately. Parents are contacted and children are excluded if considered infectious.

All children enjoy outdoor activities. They develop control of their bodies through activities, such as using wheeled toys, balancing on scooters, climbing up the steps to the slide and negotiating obstacles. When weather permits, a range of activities are taken outside and children experience a different concept of the space around them. Children paint the brick walls with brushes and water, use the pebbles as building materials, shovelling them into toy cement mixers, play with sand or sit at a small table looking at books. Children are developing an awareness of the effects of healthy exercise on their bodies.

Children enjoy healthy snacks such as a dry biscuit or fresh fruit provided by the setting. Drinks are available for children to help themselves. Children bring in their own labelled drinking bottles. These are placed in their colour coded key worker baskets and accessed on a regular basis. This provides children with opportunities to take responsibility for their own needs and ensures their fluid levels are maintained.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children receive a warm welcome from staff that ensures the environment is interesting and relaxing for them when they arrive. Activities and resources, which are clean, safe and appropriate for the age of children using them, are displayed in an inviting way.

Children's risk of injury is minimised due to staff's vigilance. Visual risk assessments relating to indoors and outdoors are undertaken daily. Activities are risk assessed and adjustments are made where necessary. Access to the premises is monitored by pre-school staff and a visitors' book is used to establish a record of who is on the premises at any one time. Children are helped to keep themselves safe through a range of planned activities. Fire drills are rehearsed regularly, children know to line up when staff shout fire. At zebra crossings they are learning to stop, look and listen with the lollipop person. Children on bikes and wheeled toys learn to stop to prevent accidents. During outside play children follow the rules and ask staff when they wish

to go inside, to be supervised though the portable gate across the car park. These rules and activities help children to learn and take responsibility for their own and others safety.

Children are protected from harm. Staff have a good understanding of child protection issues and of their responsibilities in this area.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy good support from staff during their play. This helps them feel secure and confident. They benefit from visual signs around the room, supporting their learning. For example, number and letter lines to enable children to demonstrate their knowledge. Resources are stored at low level which provides children with opportunities to self-select their own activities. This promotes their decision making and independence. Children under three benefit from staff using the 'Birth to three matters' framework for planning their activities and assessing their progress. All children's independence and confidence is promoted through everyday routines such as, putting on their own coats or shoes and making decisions about their play and acting as helpers at snack time.

Nursery Education

The quality of teaching and learning is good. Children are making good progress through the stepping stones because the lead staff have a good knowledge of the Foundation Stage and what children are expected to gain from activities. Less confident staff are working hard to develop their skills further with the assistance of the mentor teacher. Planning is clear, covers all areas of learning and all staff are involved. Children enjoy a good range of resources and activities. Initial and ongoing assessments are dated and clearly show how children are progressing. Children's individual needs are taken into account. Children are keen to learn; fully engaged in their activities and well behaved.

The setting has implemented a system of rotating children round in their key worker groups. This is to ensure they are all included in focused learning activities, provide more structure and to manage children's behaviour. While this is good, occasionally, children fully involved in their role play are being withdrawn into their key worker group, which limits their choice, imagination and learning. Children make good use of books during free play, they sit and look at the pictures and turn pages. During story time they can predict the story and memorise the names of the key characters. Less able children use wipe boards and chalk boards to make marks, while more able children are able to write their names and annotate their art work. Staff encourage children to take responsibility and create their own work. For example during a focused colour activity children were able to create and draw their own picture. There are occasions when this could be further extended for more able children to include cutting out their circles and shapes for sticking activities.

Children are confident and very secure within the playgroup. They happily leave their parent or carer to actively participate in what is available. New children are reassured and supported by staff. Once they become familiar with the setting they become interested in the wide range of activities provided to support their learning. Overall more able children's concentration spans

are good. Some will persist at an activity until completed. They play well together, being able to take turns and knowing what is right from wrong. Older children negotiate with staff and are confident in expressing their own ideas.

Children use mathematical language they use a variety of labels, patterns, and sequences for counting. They learn the concept of three as they count out three stickle bricks, listen to stories and rhymes. More able children count from one to twelve. Less able children are becoming familiar with shapes during group time. Some children identify squares and triangles as they draw round stencils to make windows and roofs for their house. They are encouraged to weigh out the ingredients from home ready for their daily cake making activity. Children talk about comparing objects. For example, the size of the bear's porridge bowls. 'This one is daddy bear's, a big bowl, baby bear's is a small bowl'. Most children are familiar with programmable toys and although the setting's new computer is not yet in place, children competently use small toy computers and operate tools and the hole punch at the writing table.

Some children have very good imaginations. They wonder why the lifelike model pigeon on top of the shed does not move. They laugh as they wave their arms and clap their hands to make it fly and one child says 'I think it's asleep'. They use facial and body movements to express themselves and play out different situations in role play. Children particularly enjoy singing and action rhymes with full participation at circle time and at the end of each session. They have free access to musical instruments and enjoy all creative activities.

Helping children make a positive contribution

The provision is good.

Children are valued within the setting. Their named work is on display and they are praised and encouraged for their achievements. Children with learning difficulties are supported well. Staff quickly recognise any difficulties and are proactive in supporting the children. They work with parents and other professionals to achieve this. Children learn about the wider community through having visitors from the locality talking about their work and celebrating different festivals, such as Chinese New Year, and playing with resources reflecting diversity.

Children's behaviour is generally good. Staff have a positive and calm approach to incidents and use generally effective strategies to manage potential conflict and difficulties. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Children are cared for in accordance with their parents' wishes. Information is gained at the start of the placement outlining children's likes, dislikes and any allergies. Children's family details are recorded so staff are aware of who children are talking about during the day. Good information is given to parents about their child's day and parents are encouraged to be involved in their children's learning. For example, if children have difficulty in achieving a certain skill, staff will send work home for parents and children to practise together. Parents report they are very pleased with the setting.

Organisation

The organisation is good.

All mandatory records are in place. Policies and procedures are due to be reviewed and made available to parents and staff. This underpins the smooth running of the service. Good recruitment procedures and ongoing suitability checks for staff are in place; with new staff undergoing an induction programme. This helps to ensure children's safety. Each term the manager undertakes assessments of the nursery's working practices in relation to the National Standards and makes any necessary adjustments in order to improve standards. The setting meets the needs of the range of children for whom it provides.

Leadership and management are good. Staff work well together as a team. The leader and deputy have a good understanding of individual children's needs and makes adjustments in the planning to cater for these. The leader is receptive to new ideas and ways of working in order to improve practices. Managers and staff are committed to gaining further knowledge by undertaking training on the day the playgroup is closed. Staff training is supported by the management who facilitate staff attendance by accompanying staff. The management continually observe and evaluate nursery practices in order to ensure children receive a good standard of education. All this provides an environment which is conducive to children's learning and play.

Improvements since the last inspection

At the last inspection the playgroup were asked to: review the operational plan, with specific regard to the deployment of staff, access to training and staff development; review policy documentation with regard to child protection, complaints procedure and behaviour management; review the use of space and with regard to room layout and access to appropriate sized furniture and that records with specific regard to the visitor's book and the seeking of written consent for emergency treatment are requested and signed.

The staff have reviewed the operational plan and systems to ensure staff are deployed to support the children in their care. Managers have attended refresher courses on child protection and have a child protection statement in place to protect children. All the staff are committed to training and are currently working alongside the Local Authority to attend further courses during their days off. A full key worker system is in place to provide children with further security and structure to assist with the management of their behaviour. Children and parents are both aware of which group they are in. The preparation and layout of the setting has also been improved with further floor activities and child sized furniture, giving children further choice and comfort. The complaints procedures is in place with the poster displaying the name and contact number of the regulator fully on display for parents. All documents and consents have been requested to ensure the care and wellbeing of children. This has ensured the quality of the care is now of a good standard.

Nursery Education

At the last inspection the quality of the nursery education was judged as generally good. The setting was asked to encourage children's use of books, provide more planned opportunities to use everyday technology and provide opportunities for children to write for different purposes.

Children make good use of the book areas that are available both indoors and outdoors of the setting during free play and story time. Planned focussed activities are available for all children during each session. A new computer has been purchased, which is due to be installed. Staff ensure children have a range of programmable toys, toy computers and tools to develop their learning. Managers and staff continue to develop their practice and quality of nursery education to ensure the needs of all children are met

Complaints since the last inspection

Since registration 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 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):

- improve facilities in the washroom to enable all children to access the wash hand basin independently

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):

- provide flexibility within the children's routine. Allowing them to take part in further self initiated activities to extend their imagination and learning

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