



The Park Playgroup

Inspection report for early years provision

| | |
|--------------------------------|--|
| Unique Reference Number | 226940 |
| Inspection date | 21 June 2006 |
| Inspector | Hayley Lapworth |
| Setting Address | St John the Baptist Church Rooms, Clarendon Park Road, Leicester, Leicestershire, LE2 3AD |
| Telephone number | 0116 2708611 + 07718214249 |
| E-mail | |
| Registered person | The Park 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?

The Park Playgroup operates in St John the Baptist Church Hall in the Clarendon Park area of Leicester. The playgroup operates from the main hall and have use of the back rooms, entrance hall and toilets. A maximum of 24 children may attend the nursery at any one time. The nursery is open Monday, Tuesday and Wednesday from 09:15 to 12:00.

There are currently 24 children on roll aged from two to under five years. There are

17 funded children attending at present. The nursery currently supports children with learning difficulties and also supports children who speak English as an additional Language. The group receive support from the Local Authority.

There are 4 members of staff working at the setting, all of whom have an appropriate early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's good health is assured because hygiene routines are thorough. They wash their hands before snacks and understand why they do this. For example, one child told the child care inspector that dirty hands can make you sick.

Children's nutritional needs are considered at snack times. Staff are aware of the children's dietary needs by obtaining information from parents. They regularly access healthy snacks such as fruit and bread sticks. Drinking water is generally accessible to children promoting their overall health.

The risk of cross infection is minimal because good cleaning routines are in place. Information is shared with parents about not attending if their child is suffering from a contagious illness or sickness. Staff are qualified in first aid. The procedure for administering medication is appropriate. This ensures children receive appropriate treatment. Some records of accidents are maintained, however, others are ineffective as parental signatures are not obtained.

Children receiving funded nursery education are developing skills in hand and eye coordination. They use a variety of stimulating tools and equipment. For example, they access glue and are given a choice between using glue sticks or liquid and a spatula. They receive opportunities to improve their skills in movement, for example, pushing and pulling and how to control their bodies. Consequently, this enhances their overall physical development.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's independence is beginning to develop because they are involved in the clearing away of the toys at the end of each session. Children are praised for helping which raises their self-esteem.

Children's general safety needs are promoted. Most potential hazards have been minimised because the staff have a good understanding of how to keep children safe. However, not all electrical sockets are covered. This may have an impact on the children's overall safety. Equipment is monitored and maintained to ensure it is in good condition. Many risk assessments are in place, these include coach trips and accidents whilst on a trip. The system for arrival and departure of children is secure.

This is achieved by staff who monitor the door and maintain an effective system of registration. For example, children are only released to the foyer area by a member of staff once their parents, carer or familiar adult is inside. Visitors are always met by a member of staff prior to gaining entry to the premises.

Children's welfare is effectively safeguarded by staff who have a good working knowledge of abuse and neglect. They are aware of local referral procedures and their general responsibilities. There is a child protection policy in place which is easily accessed by parents and visitors. This includes the procedure to be followed in the event of an allegation made against a member of staff.

Children are learning how to keep themselves safe. For example, they are involved in practising the fire drill.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are generally happy in the nursery environment and settle well on arrival. They play in a relaxed environment. Children are generally keen to participate in a range of activities which relate to their age and abilities. Therefore, they are able to make some progress in their development. For example, they play in the home corner and act as the adults caring for babies. This enhances their self-esteem and independence.

Staff are in the early stages and are beginning to incorporate aspects of the 'Birth to three matters' framework in young children's learning. They plan activities for appropriate play and are developing a system to monitor their development. Younger children are supported well by staff in their play and routine, they are gently encouraged to use resources and equipment. For example, they attempt to use scissors and receive assistance from staff where necessary. Therefore, they feel at ease and supported in their surroundings.

Staff spend time talking to the children, asking questions and making them think. For example, during a bug hunt activity they were asked how many legs spiders have. This encourages the children to use their knowledge and enhance their development of memory skills. Children relate well to one another, they make friends and build relationships.

Nursery Education.

The quality of teaching and learning is satisfactory.

Three and four-year-olds access a sufficiently balanced range of resources and equipment. Planned activities across the six areas of learning are supported by these resources. Staff do not obtain information from parents to determine children's starting points in order to build on what they already know. This may have an impact on the children's learning. Consequently, this information cannot be used to inform planning.

The staff have sufficient knowledge of the Foundation Stage. They have some understanding and use effective methods to help children learn. For example, they provide appropriate tools and resources when looking at bugs, such as magnifying glasses. The children have a generally good attitude to learning and are making steady progress in the six areas of learning. On some occasions they use numerals to count, however, in some areas there is a lack of number introduced. For example, there were missed opportunities during snack and drink time.

Children are developing social skills. They are at times expressive with spoken and body language. They communicate throughout play sharing their ideas and experiences with their peers. For example, they talk about what provisions they are going to purchase at the shops, such as sugar for the tea. Children have some opportunities in writing for a purpose. This is achieved by some children being encouraged to write their names on their creations. However, there are few other occasions where resources are provided for this purpose.

The group have adopted a new system for assessing children. Assessments are in place and maintained for most of the children. Planned and spontaneous observations show children's progress and identify areas where children may need extra support or opportunities. These observations are beginning to be used to inform planning. Formal invitations are made to parents in order to make them aware of their child's progress. This is done through parents meetings where observations are shared.

The setting provides a secure environment which generally reflects the wider community. Children use their imagination well. For example, a random child led activity involved them having a picnic in the hallway with no specific resources. They were able to improvise and act out eating and sleeping whilst talking about their own real life experiences. This increases their knowledge and understanding of the world and others around them.

Helping children make a positive contribution

The provision is good.

Children are welcomed in to the group and their individual needs are known and met well by staff. This is achieved by staff spending time with parents and getting to know the children at the onset of care. This helps children feel confident and comfortable in their surroundings.

Children are beginning to learn about differences in cultures and religion. This is done through looking at religious festivals and accessing resources which depict positive images. For example, jigsaws, play people and books.

Staff have experience and a good understanding of children with special needs. This means they are very well supported. They work together and maintain relationships with professionals to ensure that children's changing needs are met.

Children benefit from the good partnership that is made with parents. The key worker system is very effective. This is achieved through regular communication. Daily staff

make themselves easily available to talk to parents about their children. This ensures children's needs are consistently met and parents feel valued. Parents who commented are very pleased with the care of their children and say how happy their children are when they know it's a nursery day.

Children's spiritual, moral, social and cultural development are being fostered. Overall children's behaviour is good. They respond well to staff who ensure behaviour management is consistent, fair and relates to individual children's understanding. Children are learning how to be kind and help one another and are praised where appropriate. This helps children to develop self-esteem.

Partnership with parents for children receiving funding for nursery education is satisfactory.

The group hold formal parents progress meetings with parents informed about their child's development. Parents are provided with some written observations of their child's learning. Parents are provided with some information about the Foundation Stage and how children learn. This is achieved through and an informal parents evening where parents have opportunities to play and learn about the early years curriculum.

The group invite and have a good response from parents to be involved in the setting to support children's learning. For example, some parents contribute their knowledge to activities such as cooking. This enriches the children's life experiences and the world around them.

Organisation

The organisation is satisfactory.

Above half the staff are qualified in child care at various levels. Ratios of staff to children are above the required minimum allowing good supervision. This supports the children feeling comfortable in their surroundings.

Records, policies and procedures are in place and implemented into practise. The complaints log is effective and well maintained by staff. This promotes the children's welfare overall.

The setting is sufficiently managed and staff are generally well deployed. This enables the children to participate in a variety of activities supported by staff. The provision is meeting the needs of the range of children for whom it provides.

Leadership and management are satisfactory. Leaders create a setting which is satisfactorily led by aims and objectives. Staff work to job descriptions and are aware of their day to day roles and responsibilities. All staff are involved in providing nursery education. Management of staff is generally secure and equal opportunities are in place for all staff to develop professionally if they choose to do so. Staff access a sufficient amount of appropriate training and demonstrate a commitment to delivering curriculum based activities. As a result of this, children are making some progress towards the early learning goals. The setting makes some assessment of their

strengths and weaknesses and identify areas for improvement.

Improvements since the last inspection

At the time of the last inspection the provider was asked to implement a system for develop more effective ways to track and record children's progress through the stepping stones towards the early learning goals and to use these observations to inform short-term planning so that activities offer good levels of challenge and differentiation for younger and more able children. This action has been satisfactorily addressed and the setting are in the early stages of developing and implementing a system to track progress and inform planning, taking into account younger and more able children. The group were also asked to develop more effective methods to establish clear expectations for children's behaviour and consistently engage their interest in group times, taking account of their levels of understanding and maturity. This action has been satisfactorily addressed and group sizes have been reduced to allow staff to work on engaging children's interest. The group have reviewed their behaviour procedure and also completed a topic on behaviour to help children understand what is expected of them.

Complaints since the last inspection

Since the last inspection Ofsted have received two complaints about the provision. One of which raised concerns about meeting children's individual needs, children being supported in their personal hygiene, management of children's behaviour, and handling of complaints. Ofsted conducted an unannounced visit to the provision on 03/05/06 to consider these concerns in relation to National Standards 3: Care, learning and play, 7: Health, 11: Behaviour, and 12: Working in partnership with parents and carers. There was no evidence to suggest these National Standards were not being met and Ofsted will be taking no further action at this time. Also a concern was raised with Ofsted regarding an alleged injury to a child. The concerns were referred to Social Services who took no further action. There was no evidence to suggest a breach of the National Standards therefore no further action is required. The provider remains qualified for registration.

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.

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):

- make sure that records of accidents involving children are accurately recorded
- ensure all electrical sockets are made safe or inaccessible to children

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):

- make sure that children are given more opportunities to write for a purpose and to use number through every day activities and routine
- obtain information from parents at the onset of providing nursery education to find out what children already know and use this information to inform planning.

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