



Richmond Playgroup

Inspection report for early years provision

Unique Reference Number	EY305596
Inspection date	10 June 2006
Inspector	Ann Winifred Harrison
Setting Address	Richmond Primary School, Stoke Road, Hinckley, Leicestershire, LE10 3EA
Telephone number	01455 637266
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Registered person	Governing Body Richmond Primary School
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?

Richmond Playgroup is run by a committee. It opened in 2005 and operates from a building within the grounds of Richmond Primary School. The playgroup is open each weekday from 8.50 to 11.50 and 12.50 to 15.20 term time only. All children share access to a secure enclosed outdoor play area.

There are currently 68 children aged from three years to five years on roll. Of these 67 children receive funding for nursery education. The setting supports children with

special needs. Six staff work with the children and all of them have early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of personal hygiene routines and demonstrate their understanding of these as they independently wash their hands after visiting the toilet. They know they must wash their hands before eating and after painting. Suitable hygiene procedures in the setting ensure that children are cared for in a clean environment. For example, all tables are wiped before using them for snack times and indoor and outdoor toys and resources are cleaned regularly. Effective procedures are in place for sick and infectious children which help prevent the spread of infection and help to keep children healthy.

Children are well nourished. They enjoy healthy snacks which are prepared on site. They include fresh fruit and toast. Good procedures are in place to manage any special dietary requirements to ensure children remain healthy. Children are given regular drinks through the session and drinking water is available at all times, which means children can access drinks when they are thirsty. Children are learning about healthy living through discussion with staff and planned topics such as 'Healthy Eating'. They learn which foods are good for them and help them to grow strong. Children enjoy tasting various foods from other countries when celebrating festivals such as Chinese New Year.

Children enjoy physical exercise on a daily basis. They experience a wide range of play activities to enhance their physical development. They enjoy using the new outside play area, riding bikes and accessing sand and water play. They practice their climbing and balancing skills in the school's wooded play area. Children benefit from PE sessions once a week in the school hall. They are learning to gain control of their body as they crawl through tunnels and balance on beams. They join in well with action songs and enjoy music and movement sessions. Children are taken on walks around the school grounds and into the local community.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in an organised environment, where risks to children are limited through suitable safety and security procedures. Daily checks on the premises and equipment are made and staff monitor access to the group at all times to ensure children are kept safe. However, risk assessments are limited and do not identify all hazards and the actions taken to minimise risks to children. This compromises children's safety. Children are well supervised and staff ensure that adult to child ratios are maintained at all times.

Children learn how to keep themselves safe, for example, they know that they must

stay in twos and near to an adult when going on walks in the local community. They know how to respond to emergency evacuation procedures, as these are practised regularly. Staff invite visitors into the group to help children learn how to keep themselves safe, such as a Police Officer, Fire Officer and Road Safety Officer. Children have free access to a range of safe toys and equipment, which are well maintained by the setting.

Children are well protected as staff have a good understanding of child protection procedures. They are aware of the signs and symptoms of abuse and the appropriate responses to protect children in their care. They are aware of the procedure to be followed in the event of an allegation made against staff although, this is not included in the written policy.

Helping children achieve well and enjoy what they do

The provision is good.

The care, learning and play experiences for children are good. Children enter the group confidently and enjoy their time in the setting. They enjoy the positive interaction with staff which increases their sense of trust and well-being. They benefit from familiar routines and staff are very attentive to their needs. Staff plan a stimulating and exciting programme of activities to inspire and challenge children, as a result children show interest in the activities and high levels of concentration. For example, at the discovery table children explore a variety of resources such as old records, typewriters, fools gold and magnifying glasses.

Children play happily together and with adults, using resources such as puzzles, construction and number games. Musical activities include singing and action rhymes which contribute to children's developing communication skills. Children take pleasure in experimenting with different textures such as, gloop made from corn flour and water. They enjoy rolling, patting and moulding and talking about the feel of it on their hands as it dries. Children benefit from a colourful, stimulating and interesting environment in which they are happy, content and well cared for.

Staff provide excellent resources to enhance children's learning. Children use their imagination well because staff provide interesting and well planned role play scenarios. For example, the children act out a story in the end of term concert, they flap their wings like bats, slither like snakes and crawl like caterpillars. Children confidently join in with actions and dances. Staff have worked hard to develop the outdoor area and provide good opportunities for children to extend their learning in the outdoor environment. They take resources outside and provide innovative ways to interest children in activities. For example, children enjoy exploring musical instruments and musical toys in a tent and they play with dinosaurs and trucks in the sand tray.

Staff are beginning to use the 'Birth to three matters' framework to plan and for young children's development. They have an understanding of the range of experiences which enables young children to develop and learn. However, it is not yet used effectively to plan specifically for children under three, which means individual needs of younger children are not always met.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Staff have a good knowledge and understanding of how children learn and use the stepping stones to clearly identify children's achievements. Planning is good, links clearly to the stepping stones and ensures a wide range of activities and experiences are provided to extend children's learning. Observations and assessments are thorough and they are used effectively to inform planning for children's next steps in learning. This ensures that children are making progress. However, the plans do not always show how activities will be extended to provide challenge for all children. This limits children's learning.

Staff engage in children's play and challenge them by good use of questioning to extend their learning. Behaviour is well managed and this results in a calm and caring environment for children. Children are excited and motivated to learn, they enjoy new experiences with enthusiasm, such as playing in the water play and learning how they can make items flow faster by pouring water down drain pipes. Children are developing their independence and self help skills through going to the bathroom on their own, and pouring their own drinks, and selecting their own resources.

Children are confident speakers and initiate and continue conversations with others. They are happy to share their news with staff and peers. They are learning that print carries meaning through recognising their name on name cards and seeing words in the environment. Children make good use of the book area, which is extended during good weather by being put outside in a tent, they choose their own books and retell stories. This means that children explore a range of words and texts. They have good opportunities to practise their emergent writing skills in the writing area which is well supported by staff. Children are beginning to write their own name and link sounds to letters. They explore sounds and rhyming words when playing with boxes of items that rhyme, for example pan, fan, van, man. Children understand and use numbers well. They count reliably to ten and show an interest in shape and colour. They have good opportunities to develop simple calculation skills through number rhymes such as 'Five Little Monkeys' and playing dice games. They count above ten when they count the children present, although this is not always consolidated by the children being able to actually count individually or by the numbers being shown for children to recognise.

Children are learning about the world they live in. They enjoy learning about other countries and staff use maps and a globe to show them where other people live. They look at which countries are hot and cold and clothes that people wear. They find out about past civilisations such as the Egyptians and Vikings as they make pictures of mummies and Viking hats. Children are interested in the environment and are provided with a variety of activities which enable them to explore their surroundings, for example, walking around the school grounds and playing in the garden. They explore the natural world through observing the changes of seasons, for example, collecting leaves in autumn and growing sunflower seeds in the summer. They investigate insects living on logs and watch caterpillars turn into butterflies. Children are learning how to use the computer, they confidently use the mouse to follow simple instructions and manoeuvre items around the screen.

Children move confidently and are developing good coordination skills, they show a good awareness of space and handle a range of tools and small equipment well, such as scissors, pastry cutters and rolling pins. They build complex models with a variety of construction toys. Their imagination is well developed as they play in the role play area which staff change frequently to extend children's play and learning, for example, making it a hospital or travel agents. They learn to balance and climb during regular PE sessions. They enjoy making models with play dough and recycled materials. Children express themselves freely through painting and enjoy exploring many different textures such as clay and collage.

Helping children make a positive contribution

The provision is good.

Children enjoy positive relationships with the staff and with each other. All children are valued and respected as individuals. Children's confidence and self-esteem are developed by staff with very good use of praise and encouragement. They feel a sense of belonging as they are welcomed individually into the setting. They register themselves into the group by taking their name from their peg and putting it in a basket. They confidently access toys and resources and initiate their own play.

Children behave well in response to clear boundaries set by staff. They are learning to share and take turns with equipment, for example, they share the home corner equipment and build together with the Meccano. Children are encouraged to be kind to each other and they use their manners well. Children's spiritual, moral, social and cultural development is fostered. Children are beginning to learn about the wider world through planned activities and celebrations such as Diwali and Hanukah. However, there are limited images in everyday play that positively represent individuals from the wider community, this limits children's understanding of others.

All children benefit from the positive relationships staff have developed with parents. Children settle well because the staff work closely with parents to ensure their child's needs are met. Parents receive good written information on how the setting operates. The partnership with parents who receive nursery education funding is good. They receive information on the educational programme provided for their children and they are kept well informed of current topics and events. The consistency is further advanced by daily verbal feedback to ensure parents are informed about what their children have been doing whilst attending. Parents are invited to access their children's developmental records whenever they wish and are invited to discuss their child's progress at twice yearly parents evening. Children with learning difficulties and or disabilities are warmly welcomed into the setting. Staff work with parents and other professionals to ensure they meet the children's needs. There are no children who speak English as an additional language attending the setting, but staff have past experience and ensure that they work with parents to meet each child's needs.

Organisation

The organisation is good.

The playgroup is clear in its aim to offer the best for the children in their care. Children benefit from a staff team that are committed to training and development to improve their practice. Children are familiar with the routine and are comfortable and at ease in the setting. They are confident to approach staff to ask questions and request support. Space and resources are well organised which enhances the care offered to children. Children can freely access a variety of activities and resources which helps develop their independence skills.

There are effective recruitment procedures which ensure that staff are appropriately vetted and there is a good level of qualified staff who work with the children. There are clear systems in place for recording accidents, medication and attendance records. Induction training and detailed policies and procedures work well in practice to keep children healthy and safeguard their welfare. However, the child protection policy is incomplete, which means it is not fully effective.

Staff have good knowledge of the 'Curriculum Guidance for the foundation stage' and 'Birth to three matters framework' which helps to plan and deliver the educational programme. They work efficiently together as a team and there is a supportive management structure in place. The leadership and management of the setting is good. The manager takes an active part in the setting and is committed to continuous improvement and development. There is an effective system in place to monitor the educational provision to ensure children are making progress. Staff are supported with regular meetings, ongoing training and appraisals.

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

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- develop further the risk assessments to identify hazard and actions taken to minimise identified risks
- continue to develop the use of 'Birth to three matters' framework to plan and provide suitable activities for children under three
- revise the child protection policy to include the procedure to follow in the event of an allegation being made against a member of staff or volunteer.
- increase opportunities for children to see positive images of others to promote equality of opportunity and anti-discriminatory practice

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):

- consolidate children's mathematical understanding and recognition of numbers at registration time
- develop further the system of planning and evaluation to show how all children will be challenged

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