



Westview Playgroup

Inspection report for early years provision

Unique Reference Number	127772
Inspection date	07 July 2006
Inspector	Susan Jennifer Scott
Setting Address	Downsview Primary School, Beech Avenue, Swanley, Kent, BR8 8AU
Telephone number	01322 662594
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Registered person	Westview 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?

Westview Playgroup opened in 1984. It operates from a classroom in a the local primary school in Swanley. The children have regular use of outdoor play areas which are secure.

The pre-school serves the local area. There are currently 33 children from two to five years on roll. This includes 23 funded children. Children attend for a variety of sessions. There are currently no children with learning difficulties or disabilities and

none speak English as an additional language who attend the group. The group opens five days a week during school term times. Sessions are from 09.00 to 12.00.

There are seven members of staff working with the children. Four of the staff have early years qualifications to NVQ level two or three. The setting receives support from a teacher from the local Early Years Development and Childcare Partnership (EYDCP) and other local authority specialist agencies as needed.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children participate in routines, activities and topics that enable them to learn the importance of good hygiene and healthy living. For example, staff encourage children to wash their hands after using the toilets by displaying photographs of the routine above the basins. Children also access aprons and tissues independently and, as a result, their skill in managing their personal hygiene is good.

Children's health is protected by good documentation. Medication administration is recorded, although the written information does not specify individual symptoms which would indicate the need to administer the medication. Staff are, however, aware of the individual signs and symptoms that indicate children's need for items such as their asthma inhalers. Their welfare is further ensured by the training that staff have in paediatric first aid training so that in the event of an emergency children can receive appropriate care and staff record written consent for emergency treatment should parents be unavailable in an emergency.

Children are offered healthy snacks, such as a choice of fruits and water or milk to drink, or they can bring their own drinks for snack times. They are eager to use the opportunities to exercise their choices and enjoy being the 'monitor' who completes the orders for snack times. They benefit from the responsibility of pouring drinks and disposing of their cups, as such opportunities extend their independence and understanding of appropriate healthy routine.

Children move confidently and in a variety of ways. They are competent when using the hoops

and bikes, showing good co-ordination when steering and pedalling. They enjoy opportunities to use balancing equipment and enthusiastically perform action songs. Their fine motor skills are developing well as they are encouraged to select and use small equipment such as scissors and pens, crayons, felt tips and paintbrushes in everyday activities.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children arrive happily and settle very well. Attractive and plentiful displays of topic

work and children's arts and crafts enable them to feel that their contributions are valued and to develop a sense of pride. They benefit from using the organised environment with access to individual coat hanging, personal storage trays, and bags to take items home which make them feel welcome.

Children have easy and safe access to an appropriate range of toys and resources to suit their ages and stages of development. Toys and resources are selected to ensure they are suitable for children and provide choices for them. There are varied opportunities for children to relax or to be active in the activities they choose to do. Regular visual checks of toys and resources ensure there are no broken parts that could harm children.

Children enjoy their play in a safe, secure environment and regular risk assessments, indoors and outdoors, ensure children's safety. There are regular emergency evacuation drills, planned by the group and when the school perform these. Staff are vigilant and have kept themselves informed of the changes caused by building work in the school premises. This ensures all the children are kept safe. However, the arrival and departure of children is indicated on the register but does not record the times of attendance.

Good staff interaction helps develop children's awareness of safety within the setting and when they go out. Clear procedures ensure children understand how to keep themselves safe. For example, children are praised for walking inside sensibly, which develops their awareness of how to keep safe.

Staff have an awareness and understanding of child protection issues and refer any concerns to the supervisor. The written procedures cover a variety of eventualities but does not indicate which is the best to follow, although they do have up to date information available and a knowledge of who to contact which safeguards children's welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children have good relationships with staff who build their confidence and encourage them to talk about their home lives. They experience appropriate opportunities to develop their personal and social skills, such as helping to put away resources and participating in routines such as the show and tell discussions. Some of these have been appropriately developed for the younger children although the staff do not use of the Birth to three matters framework. Children are happy playing with their friends, particularly using the physical and role play opportunities. They also enjoy activities such as using the sand tray, and staff members become involved with the children's play either spontaneously or through adult led activities.

Children enjoy opportunities to experience independence and responsibility, helping put away the toys and their cups at snack times. Staff respond to children's needs by encouraging them to become involved in their chosen play and they do so with skill and consideration for their individual needs.

Nursery Education

The quality of teaching and learning is satisfactory. Children make satisfactory progress in their learning. Staff have an understanding of the Foundation Stage and plans ensure that children have appropriate learning opportunities. Staff observe the children and record their assessments, but they have not developed a system to ensure these are frequent or methodical. Staff are not using the Curriculum for the Foundation Stage accurately to identify children's development and this means they are not able to plan for the next steps in their development effectively.

The activities provided are varied and suitable, so that children's learning is reinforced through practical experiences. For instance, children enjoy the opportunity to look at the weather, discuss the date and day of the week which develops their understanding of time passing and the social expectations to enable them to take turns and listen to others.

Children are developing good communication skills and confidence through participating in routines such as answering with 'Good morning' when the register is called. They access books while waiting for the next activity but only occasionally use the sheltered book area with cushion seating. Children recognise a variety of colours and simple shapes. They enjoy counting songs which are well established activities during each session and staff enable them to recognise numerals through planned activities.

Staff provide children with independent access to two computers with varied software which develops their skills in using and understanding of technology. Children are beginning to develop their knowledge and understanding of different cultures and beliefs through planned work such as celebrating multi-cultural festivals like Chinese New Year with varied activities.

Staff plan for and organise varied physical activities so that children participate in these with enthusiasm and confidence, particularly enjoying the opportunities to access the outdoor environment. Children are keen to participate in the role play and enjoy caring for the dolls, discussing and acting out scenarios in a pretend family. The role play resources are attractive and appealing to the children and is sometimes linked to topics.

Helping children make a positive contribution

The provision is good.

Children share their thoughts and feelings and during individual interactions with staff and these are valued. They experience good opportunities to develop their self esteem which enables them to feel valued as individuals. They develop a positive attitude to others and are beginning to build a balanced view of society and their community through celebrating some festivals and listening to visitors from the local community who come to talk to the group.

The individual needs of all children who attend are met successfully. The setting has made very good arrangements to care for children with special needs and liaise with

various specialist agencies to support those who attend. As a consequence, children feel secure and enjoy their experiences at the setting as they are well supported.

Children have good relationships with members of staff and other children. Positive behaviour is successfully promoted and children benefit from clear rules and the positive recognition staff give to enable them to behave well. Children are supported sensitively by staff who understand their emotional needs which builds their confidence. The setting fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is good. There is a variety of information displayed on the notice-board, such as the plans for weekly activities and parents are welcomed into the group where they can enjoy the displays and photographs of children's work. Parents and carers receive newsletters which inform them of planned events and any changes and they spend time talking to staff. Parents are pleased with the service they receive and regularly communicate with the staff, although there is not yet a system to ensure all parents access their children's records until they receive the record of transfer upon leaving.

Organisation

The organisation is satisfactory.

The staff team work closely with the supervisors and they form a stable staff team. For example, the supervisors liaise with the committee over the need to develop the facilities and there is a clear procedure to check and record the staff checks.

The premises are attractive and children feel secure and comfortable. There are effective routines which are consistently used by all staff, promoting a sense of familiarity amongst the children. Children enjoy their play and are making progress although the system for individual record keeping is not reliable and staff do not have a clear record of children's 'all round' development.

The documentation is secure and though the policies and procedures do not always clearly reflect what should be current practice. For instance, there is more than one policy for complaints, child protection and special needs, all providing slightly different information. Most procedures are understood by staff and used to promote the welfare of the children, such as those for special needs, which are very effective. Records are used by staff to enable appropriate care to be delivered and information is updated with parents on a regular basis.

The leadership and management is satisfactory. Staff are reviewing and developing the provision so that all children benefit and make adequate progress. Staff work together to include all the children and enable them to participate in the activities and routines. The supervisors have an understanding of their role but are not providing staff with clear guidance; for example, on developing a system to assess children within the curriculum. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Some improvements have been made to the care offered since the last inspection. Children are protected by being included in regular, termly evacuation drills and these are recorded. The resources to promote anti-discriminatory practice are attractive and effective in ensuring children experience a variety of positive images.

Children have not sufficiently benefited from a system to ensure their educational progress is recorded and the next steps for their learning are identified accurately. Staff informally evaluate and assess the provision and how children respond to the activities organised for them and ensure that children benefit from the range on offer. Children are provided with opportunities to use simple addition and subtraction in practical situations such as talking of one more or one less during planned and adult led activities.

Complaints since the last inspection

There have been no complaints to report 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.

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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):

- ensure that planning and assessing the development of the children under three years uses a suitable system such as the Birth to three matters framework
- review and update policies and procedures to ensure clarity of information and practice
- ensure that staff are organised as keyworkers for children so that they can co-ordinate information about children's individual needs and progress and ensure consistency of care

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):

- develop a system to record observations and assessments of children using the stepping stones of the Curriculum for the Foundation Stage, so that staff can use these to plan the next steps for children's learning

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