



## Waddingham Under 5's Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	253557
<b>Inspection date</b>	19 September 2006
<b>Inspector</b>	Melanie Arnold
<b>Setting Address</b>	The Jubilee Hall, The Green, Waddingham, Gainsborough, Lincolnshire, DN21 4SX
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<b>Registered person</b>	Waddingham Under Fives 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?

Waddingham Under 5's Playgroup opened in 1992. It operates from the village hall in Waddingham. A maximum of 24 children may attend the setting at any one time. The setting is open Monday to Friday, from 09.30 to 12.00, term times only. The group has use of a kitchen, toilets, a smaller room where children play and complete activities and a large hall for physical play and activities.

There are currently seven children aged from two to five years on roll. Of these, four children receive funding for early education. Children come from the surrounding villages to attend the setting.

Three staff work regularly with the children and are supported occasionally by parents. One member of staff has an appropriately early years qualification and one member of staff is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is promoted well because staff implement good health and hygiene routines. They learn good hand washing practices through the daily routine, which helps to prevent the spread of infection. A healthy environment is maintained because the setting has an exclusion policy in place for sick children. All staff hold current first aid certificates, which helps to protect children's health and safety at all times. Children benefit from a balanced range of snacks, which includes nutritious options of fruit at every snack time to effectively promote their health and well-being. Snack time is a social occasion where children enjoy sitting together with staff, which helps to develop children's social skills.

Children's health and physical skills are effectively promoted because they participate in a good range of physical play activities. They benefit from participating in adult led and child initiated play, which provides them with varied play opportunities and experiences. The playgroup uses the large hall for physical play each day, enabling all children to participate and develop their physical skills and well-being. Children are beginning to understand and learn about health issues through discussions with staff. For example, staff discuss the benefits of drinking milk at snack time and after doing physical activities children are encouraged to feel the beats of their heart to discover how exercise affects their bodies. Children have fun and enjoy activities like music and movement, learning to balance on stepping stones, steering and negotiating round obstacles on their scooters, climbing up and down a climbing frame and rolling and catching balls. This results in children's physical skills, control and co-ordination developing well.

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

The provision is satisfactory.

Children have fun playing in a well organised environment, where toys and resources are set out daily, enabling children to initiate their play. Toys and resources are well set out each day making them appealing to children and helping to create an accessible, welcoming environment where they can learn and develop. Children's safety is ensured because toys and resources are well maintained. Children benefit from taking part in regular fire evacuation drills, which helps to effectively promote their understanding of what to do in an emergency situation.

Children's safety is ensured because risk assessments are in place, which identify and minimise potential hazards. Children remain safe at the playgroup because effective security procedures are in place to ensure children are released in to authorised people's care only. Although supervision of children is generally good some of the time, there are occasions when it is not fully effective to ensure children's safety and well-being is not compromised. For example, staff do not always position themselves appropriately to ensure they can fully supervise all

children within the room, especially during toileting of children when only one member of staff is present in the room with the remainder of the children. Children are generally well protected and their welfare safeguarded because staff have a sound knowledge and understanding of child protection procedures to follow should they suspect child abuse.

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

The provision is satisfactory.

Children enjoy their time at the playgroup where they have fun accessing a good range of toys and resources, which helps to promote their independence and decision making skills. The majority of children arrive happily and are eager to play. Children relate well to staff because they listen and value what they are saying. Children are beginning to develop positive relationships with their peers as they progress from playing independently on their own to enjoying playing together, forming good relationships. All children have fun as they participate in adult led and child initiated activities, which helps to develop their skills. However, staff are not referring to the 'Birth to three matters' framework for children aged under three, therefore, they are not fully developing their practices appropriately with this age group, to effectively widen children's experiences and learning.

### **Nursery Education.**

The quality of teaching and learning are satisfactory. Staff have a sound knowledge of the Foundation Stage enabling children to make sufficient progress in each area of learning. However, staff's use of questioning is inconsistent to fully challenge children, and encourage them to think and learn effectively at all times. Children access a good range of toys and resources set out around the room covering the six areas of learning, which provides them with good opportunities to initiate their own play. Resources are mainly left unchanged during the course of a week to enable children to re-enforce their learning experiences. Children receive a broad and balanced curriculum because planning is generally good, with long, medium and short term plans in place. Assessments systems are used to chart children's progress, although limited observation evidence is recorded to clearly show children's achievements. Staff link assessments to their planning, helping to ensure all children are making sufficient progress towards the early learning goals. Planning shows how activities are adapted to meet children's individual needs, although information on specific children needing support or challenge is not always fully noted. Children learn through a range of teaching methods, including hands on learning, adult led and child initiated play. However, children are not always fully informed of what is going to happen next, this results in some children being initially hesitant when staff wish children to change activities and participate in an adult led activity. Therefore, children do not always feel involved in their learning.

Children arrive confidently and they mainly separate from their main carer well. They show eagerness to play with the resources and complete activities. Children are developing good relationships with their peers and they relate well to staff. Children are aware of their own needs as they request to wash their hands after activities or request their need for the toilet. This also shows children are confident to speak out independently. Children enjoy listening to stories and looking at books independently. They show an awareness of how to handle books correctly as they turn the pages one by one, from the beginning to end. Children are beginning

to link sounds and letters when they are asked to identify which day of the week it is. They have access to a good range of writing materials enabling them to practice their mark making skills. Older children have a generally good understanding of numbers as they independently count up to ten during play. They are beginning to learn about different sizes and heights through planned activities. For example, all children are measured on to a height chart to see which child is the tallest and which child is the smallest. During snack time, children are sometimes encouraged to count how many boys are present, then how many girls are present, before counting how many children are present all together. This helps to develop children's understanding of simple calculations.

Children learn about the wider world through a generally good range of planned themes, activities, outings and people of interest coming in to visit the setting. For example, children learn about different celebrations and festivals through planned activities. Outings to the farm, the airport and walks around the village introduce children to real life experiences to broaden their knowledge of the wider world. Children are beginning to develop an understanding of a sense of time and sense of place through a topic on 'all about me'. Children are encouraged to make a family tree and to look at how babies move and how they, as children move differently now. Planned activities also include children going for walks around the village to identify new and old buildings, with photos taken so children can sort them in to groups of old and new, and then create a small world village. Children enjoy freely accessing creative activities including water, sand, paint and glue, encouraging their exploration of media and materials. They have fun as they freely express themselves during painting activities, where they have opportunities to explore what happens when they mix different colours together. Children use their imagination well in the role play. They enjoy playing in the bedroom and kitchen areas of the home corner, where they have fun taking care of the babies. Children are beginning to develop their confidence when singing songs from memory, playing musical instruments and moving to music.

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

The provision is good.

Children receive a good standard of care to meet their individual needs. A flexible induction procedure is in place, where parents are encouraged to stay until they feel confident and happy to leave their children in the care of the staff. This helps children to settle in and become familiar with their surroundings. All children are treated with equal care and concern and they have equal access to all resources. Staff have a clear understanding of their roles and responsibilities with regard to caring for children with learning difficulties. Staff work with the area special educational needs co-ordinator to ensure children's needs are well met. Children's understanding of the wider world is effectively promoted because they have access to a good range of resources and visual aids reflecting positive images of diversity. Planned themes, outings within the village and the home corner set up to depict real life situations, like a family home or a travel agent, also help to promote children's knowledge about the world in which they live.

Children's behaviour is good because staff use positive behaviour management strategies, including praise, encouragement and reward systems. This helps to effectively promote children's self-esteem and self-confidence. Children are beginning to learn right from wrong as staff

discuss their behaviour with them, making them aware why something is not acceptable. Children arrive happily at the setting and show enthusiasm to get involved in play. They are learning to take turns and share as they play together at some activities. Children's independence is developing well as they request their need to go to the toilet and as they independently access aprons and put them on when doing activities. They are settled and show confidence in their environment. Children relate well to their peers and they are beginning to develop good relationships. Therefore, children's spiritual, moral, social and cultural development being fostered.

Partnership with parents and carers is good. Children benefit because staff work well with parents. Parents comment positively on the setting and are happy with the level of care provided for their children. Parents receive good information on the setting and its policies and procedures through a detailed brochure, with a separate informative leaflet provided on the Foundation Stage curriculum. Further information including details regarding planning, 'Birth to three matters', the Foundation Stage and the settings full policies and procedures are made easily accessible to parents. A termly newsletter keeps parents up to date with current themes and information. Parents are kept informed of their children's progress through open days and regular discussions. They are also encouraged to be involved in their children's learning through taking books home to share with their children or coming into the playgroup to read stories to the whole group.

## **Organisation**

The organisation is satisfactory.

Children are settled and happy in the warm and welcoming environment. Space is used well, with a good range of toys and resources set up around the room, enabling children to independently access them. Children receive a good standard of care because staff are appropriately qualified or experienced in the field of child care and they regularly attend training courses to help further develop their knowledge and skills. Children's welfare, care, learning and development are promoted because the setting has appropriate policies and procedures in place, although some do require updating. Appropriate induction and appraisal systems are in place to help ensure continuity of care for children. Overall, children's needs are met.

The leadership and management of nursery education are generally good. The staff and committee are committed and work generally well together to meet children's needs. However, the committee are not fully aware of their roles and responsibilities to ensure children's welfare is not compromised. Appropriate monitoring and evaluating systems are in place to ensure children

receive a broad and balanced curriculum. Communication is generally good within the setting, with regular staff meetings held where staff discuss children's progress. This helps to ensure children are making sufficient progress towards the early learning goals.

## **Improvements since the last inspection**

At the last inspection several recommendations were made regarding children's care and education. These related to children's welfare, equal opportunities, day-to-day running of the

group and staff's knowledge and understanding of delivering the Foundation Stage curriculum. As a result of these the group has worked hard to make improvements in most areas. Children have access to resources reflecting positive gender roles and staff support children's learning in this area. A new committee is in place and although they are enthusiastic and committed, they are not yet fully aware of their roles and responsibilities to ensure children's welfare and safety is maintained. Children's assessment records are now used to inform future planning and children enjoy looking at books in the book area, both independently and as a group. Staff are going to attend training courses in mathematics to help them further extend the use of mathematical language and problem solving for children. Although some work is still ongoing, the improvement already achieved provides a better framework for children's care and learning.

### **Complaints since the last inspection**

Since the last inspection 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.

## **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 staff are deployed effectively to ensure children are fully supervised at all times, especially during periods when only one member of staff is present in the room
- improve activities for younger children in line with practice set out in the 'Birth to three matters' framework
- ensure committee members are fully aware of their roles and responsibilities, especially with regard to the revisions and amendments to the National Standards.

#### **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 staffs' use of open ended questioning techniques to ensure children are fully challenged and encouraged to think for themselves during play and planned activities
- ensure children are made aware of what is going to happen next so they feel more involved in their learning environment and have expectations of what is expected of them.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)