



Abbotsford Playgroup

Inspection report for early years provision

Unique Reference Number	EY217505
Inspection date	20 September 2006
Inspector	Jayne Clarke
Setting Address	Abbotsford Community Centre, Summerfields Way South, Shipley View, Ilkeston, Derbyshire, DE7 9JJ
Telephone number	0115 9443882
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Registered person	Abbotsford 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.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

WHAT SORT OF SETTING IS IT?

Abbotsford Playgroup is run by Abbotsford Playgroup Committee. It opened prior to 2001 and operates from a community building situated in Ilkeston in Derbyshire. The group opens for four sessions each week from 09:30 until 12:00 on Monday, Tuesday, Thursday and Friday during term time only. Children can attend a variety of sessions. All children share access to a secure enclosed outdoor play area.

A maximum of 26 children aged from two to five years may attend the playgroup at any one time. There are currently no children on roll in receipt of funding for early education. The playgroup serves the local and surrounding communities. The group can support children who have learning difficulties or disabilities.

The playgroup employs seven members of staff. Of these, four hold appropriate early years qualifications and two are working towards a qualification. The group receives support from the Derbyshire Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health and hygiene is promoted well because children play in a clean and warm environment. They learn how to keep themselves clean because they wash their hands after craft activities and play, before meals and after visiting the toilet. Children use individual paper towels to dry their hands and communal towel dispensers are changed regularly. Staff observe good hygiene practices to change children's nappies and keep the premises and equipment clean, although children's individual comfort soothers are not stored appropriately to prevent the spread of infection. Children's welfare is promoted because the setting has an effective policy to exclude children who are ill or infectious. Medication records are in place to ensure that a written agreement to administer medication is maintained and parental consent is obtained for seeking emergency medical treatment and advice. Children move freely between indoors and outside so that they can take part in regular physical play. Visits are arranged from the dentist, doctor and optician which helps to promote children's good health. Children rest according to their needs on soft cushions in the book corner or at quiet times during story and snack time.

Snack time is a sociable occasion where children and adults sit together. Children enjoy a good range of healthy snacks such as apples and bananas. Sweet and savoury snacks are kept to a minimum or offered as treats. Children's individual dietary requirements are noted and respected. Children help themselves to a drink of water at any time from the water dispenser. This helps children to learn about a healthy lifestyle.

Children take part in regular physical exercise indoors and outside. They develop large and small muscle growth as they play on small wheeled toys, use small indoor climbing equipment and take part in running, jumping and active games. This promotes children's healthy growth and development.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe as result of the settings effective safety and security arrangements. The premises are secure, visitors are vetted and children are not left unsupervised at any time. Children play safely with toys and equipment that conform to safety standards and which are appropriate for their age and stage of development. Good attention is given to risk assessment procedures to ensure that children are kept safe indoors and outside.

Children learn about safety within planned and unplanned play and learning activities so that they understand how to keep themselves safe, such as walking indoors to prevent trips and falls. Safety issues are regularly discussed with parents and positive steps are taken to promote

safety when children are transported in a vehicle. Children regularly take part in fire evacuation practise. Records are maintained to assess the efficiency of the emergency escape procedure. Staff know and understand their roles and responsibilities to ensure that children are safely escorted from the building in the event of an emergency.

Children's welfare is protected because most staff understand child protection and allegations procedures. Most staff have attended child protection training, they recognise the indicators of abuse and are familiar with action to take to ensure children's safety and well-being. The child protection policy is in line with current guidelines and forms part of the induction procedure.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are beginning to settle as they become familiar with the settings consistent routines and activities. Staff know the children well because they take time to talk to parents about what their children like to do. They provide activities and toys to promote different areas of play each day and are currently working towards a planned programme of activities with regard to the 'Birth to three matters' framework in order to fully promote children's development and learning. However, limited information is kept about younger children's developmental stage and progress in order to effectively plan a rich environment that promotes the needs and interests of children under three years. A sufficient range of toys and equipment are available in the setting to promote children's play and learning, although there are limited opportunities for children to explore, investigate and make independent choices without adult support during their play, activities and routines. Children's creative development is promoted through collage, modelling and painting activities, songs and rhymes. Children use glue, paper, foil wrappers and shiny bits to create patterns and pictures, although few additional resources are accessible to them if they wish to cut and draw their own shapes and pictures. They use a variety of tools to successfully cut, shape and roll the play dough. Children skilfully use a paintbrush to make round circular movements and use words such as 'round' and 'bouncy' to describe their picture of a ball which goes 'high in the sky' and 'comes down again'. They delight in mixing favourite colours together such as 'red', 'yellow' and 'blue' and become fascinated by what happens to the colours as they 'disappear' and 'hide' the 'red ball'. However, additional paints and colours are inaccessible to children to further develop their creativity and interest. Children are introduced to words and numbers through counting songs, nursery rhymes and stories. Children play imaginatively with the small world play figures, dolls house, castle and dressing table and in the home corner, which enables them to express their thoughts and feelings and explore familiar experiences by themselves and with others. They build with construction toys and play actively on the small climbing equipment indoors and outside. Children develop good physical skills as they negotiate the 'road track' and 'parking bays' whilst playing on the bikes and wheeled toys outside.

Children are beginning to develop positive relationships with adults and each other. They respond to adults kind and supportive manner which helps them to feel happy and secure. Children's comforters are seen as important with regard to their emotional well-being. Adults and children play, have fun, sing and laugh together. Children play happily alongside each other

and are developing confidence and self-esteem as they take part in small and large group activities.

Nursery Education:

The quality of teaching and learning is satisfactory. There are currently no children in receipt of funding for 3- and 4-year-olds on roll. However, staff have developed a good knowledge of the Foundation Stage and how to plan to meet children's needs. They have provided evidence through discussion and documentation to show how they would use the pre-school resources to develop the curriculum. Activities in the planning show good opportunities for children to develop mathematical skills through the use of size language such as 'big' and 'little', making flowers on straw stems of different sizes and during outside play with the parachute to introduce positional language. Staff have a good knowledge of how to provide creative activities that allow children to express themselves freely, to use body language, gestures, facial expression or words to indicate thoughts and feelings such as happy and sad. They also understand how children develop their communication, language and literacy skills and the activities that will promote this learning for example, to follow a simple instruction to plant seeds in compost. The indoor and outside area is used effectively to provide activities that promote and develop children's physical skills so that children learn how to manage their body to create intended movements with the dressing up clothes, tool bench, climbing frame and hidey play. Physical activity is planned into the daily programme of activities so that children move spontaneously within available space using stepping stones, the barrel and the climbing frame. They negotiate an appropriate pathway when walking, running or using a wheelchair or other mobility aides and operate equipment by means of pushing and pulling movements when they ride bikes, use the see-saw and play with the train set. Good progress has been made to record children's individual progress towards the stepping stones through practitioner observation and focused activity plans, although there is limited information to evaluate the outcome of the activity to sufficiently identify the next steps in children's learning.

Helping children make a positive contribution

The provision is satisfactory.

Children are beginning to learn about people's differences and similarities and respect for other cultures and beliefs. They take part in some activities which celebrate different cultural and religious festivals throughout the year and taste different types of food such as oriental noodles. Some of the toys and books show images of people from different ethnic origin and with disabilities, although there is a limited range of resources within the everyday environment to fully develop children's knowledge of the wider world. Staff understand policies and procedures which promote anti-discriminatory practice.

Staff demonstrate inclusive practice for children with learning difficulties and disabilities through policy, training and discussion so that appropriate care and support is provided to meet children's individual and specific needs.

Children behave well. They are happy and settled and receive good support from adults. Children are interested and engaged in different types of play and learn to share and take turns. Information and support is shared with parents to promote positive behaviour so that children

understand what is expected of them. This fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is satisfactory. Parents receive written information about the setting and are actively encouraged to take part in daily activities and fund raising events. They are informed of their child's involvement in activities, care routines and well-being on a daily basis, although there is currently no information available to parents regarding younger children's developmental progress and how to support their child's learning at home. Development records for older children are available to discuss with parents and carers at arranged times throughout the year and on request. The setting has good links with the local authority early years department and meet regularly to develop their practice with regard to the 'Birth to three matters' framework and the Foundation Stage.

Organisation

The organisation is satisfactory.

Effective recruitment and vetting procedures are in place which ensure that staff are appropriately vetted and suitable to work with children. Staff have appropriate qualifications and are committed to improving and developing their practice, they attend regular training events to keep up to date with new ideas and information. Children are well cared for and protected by experienced staff.

Space and resources are sufficiently organised to allow children free movement between indoor and outside play so that they take part in interesting and stimulating activities and physical play. However, additional resources are not readily accessible so that children can self-select toys and equipment to support their independent play and encourage their independence at snack time. There is a limited range of resources to fully develop children's knowledge of the wider world. Effective procedures are maintained to promote good hygiene, although children's soothers are not stored sufficiently well to prevent cross infection. Toilet and nappy changing facilities are good to meet the care needs of young children.

Policies and procedures have been updated to take into account current guidelines to support good practice and promote children's care and welfare, although policy information is not consistently reviewed to ensure that all staff are up to date and knowledgeable about current procedures. All relevant information and records are in place for the safe and efficient management of the setting. Information about children's daily routines and well being is shared with parents, although limited arrangements are in place to involve parents fully in their child's learning.

Leadership and management is satisfactory. The manager has in place arrangements for informal meetings and discussions to identify staff training needs and discuss practice issues. Training has already been provided for staff to ensure that they have an up to date knowledge of the Foundation Stage and how to plan for this, although there is limited information provided to evaluate the outcomes of children's learning and identify the next steps for their continued development and progress.

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

Improvements since the last inspection

At the last inspection the provider was asked to: improve record keeping regarding the attendance register, accident and medication records; maintain and review risk assessment procedures; revise and maintain policy information regarding special needs, anti-bullying and child protection procedures and to ensure that fresh drinking water is available at all times. Since then, the attendance register is completed daily and includes children's times of arrival and departure if different from the settings operational hours. Risk assessment records are maintained and reviewed each term to ensure that toys, equipment and the premises remain safe. The medication policy includes a record of medication administered to each child as required. The accident record is accurately maintained and includes details of any injury and treatment given; parent's signatures are obtained. A water dispenser is accessible to children so that they can help themselves to a drink of water at any time. A revised special needs policy has been adopted with regard to the code of practice. The behaviour management statement has been revised to include anti-bullying procedures. The child protection policy includes a statement regarding the allegations procedure. This promotes children's health, safety and well-being.

Nursery Education

Staff attend regular training courses and receive support from the Early Years Childcare and Development partnership to develop their knowledge of the stepping stones with regard to the six areas of learning. Plans effectively cover the stepping stones clusters so that children receive a range of interesting activities which help them to make satisfactory progress towards the early learning goals. Staff continue to work towards developing children's individual progress records, although do not effectively identify the next steps for children's learning. Focused activity groups have been introduced so that funded children take part in activities which provide sufficient challenge. Parents receive a newsletter each term which includes a summary of curriculum information about the six areas of learning. Additional information is available in the parents welcome pack. Parents are invited to take part in the settings rota which helps them to find out about their children's routines and activities. although there is little information provided about activities to effectively promote all parents involvement in their children's learning.

Complaints 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.

There have been no complaints made to Ofsted since 1 April 2004.

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The quality and standards of the nursery education are satisfactory.

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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 arrangements to ensure that children's individual comfort soothers are stored appropriately to promote good health and hygiene and prevent the spread of infection
- improve opportunities for children to explore, investigate, plan and choose from a wide variety of equipment and resources to support planned and free play activities and develop their independence at routine times
- improve the range of resources and activities to develop children's knowledge of the wider world within the everyday environment
- devise a system to ensure that all staff are up to date with policy information to promote children's safety and well-being.

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):

- evaluate the outcomes of children's learning and identify the next steps for children's continued development and progress
- continue to develop ways of involving parents in their child's learning.

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