



Wilkes Green Playgroup

Inspection report for early years provision

Unique Reference Number	229021
Inspection date	27 February 2007
Inspector	Kashma Patel
Setting Address	Antrobus Road, Handsworth, Birmingham, West Midlands, B21 9NT
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Registered person	Wilkes Green 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 good.

WHAT SORT OF SETTING IS IT?

Wilkes Green Playgroup opened in 1984. It operates from one room in a single storey building within the grounds of Wilkes Green Infant school, Birmingham. The setting serves the local area.

There are currently 39 children from two and a half to four years on roll. This includes 32 funded three and four-year olds. Children attend for a variety of sessions. The setting supports children with disabilities and who use English as an additional language.

The group opens five days during school term time. Sessions are from 09.00 until 11.30 for five mornings, and 13.00 until 15.00 four afternoons a week. The setting is closed on a Friday afternoon.

There are five members of staff working both full and part time with the children. Over half of the staff have an early years qualification to NVQ level 2 or 3, with the others working towards a recognised qualification. The setting receives support from a teacher mentor from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are appropriately cared for in clean and welcoming environment. They are protected from the risk of infection because staff carry out effective hygiene routines. For example tables are cleaned with an anti-bacterial spray to minimise the possible spread of infection. Children are learning the importance of hand washing, however their hygiene is potentially compromised because they are not always provided with soap. Children's medical needs are well met because all staff are trained to administer medication for children with allergies. All necessary written consent is also in place to ensure children's needs are met effectively in emergency medical situations.

Staff are knowledgeable about children's individual dietary requirements and they liaise regularly with parents to ensure that their needs are fully met. Information about allergies and cultural requirements are displayed in the kitchen to keep all staff well informed. Children enjoy healthy snacks of fruit and toast which promotes a healthy lifestyle. A water dispenser is available, but is not accessible to children which means they may get thirsty if they cannot access water independently.

Children in receipt of nursery education funding enjoy physical activities which contribute to them developing positive attitudes towards exercise. They enjoy a wide range of physical activities that help them to develop their confidence and skills both when using large and small equipments and tools. They work together making trains in the outdoor area with staff and their peers.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are appropriately cared for in premises which are secure and suitable for their purpose. Staff carry out daily checks on their designated areas to ensure that children's welfare is safeguarded. They also minimise risks to children, for example they are supervised to the toilet and there is no access to the kitchen area. The entrance to the group is kept locked and staff stand at the door to let parents in, this means that children are only collected by authorized persons.

Children use a good range of quality toys and equipment which are appropriate for their age and stage of development. Toys are stored on low level shelves allowing independence and choice, children were observed helping themselves to construction equipment and playing on the floor with it.

Children's welfare is mostly safeguarded. Staff have the necessary awareness of the signs and symptoms of abuse. They are confident to report concerns and are able to put necessary procedures into practice. However the policy does not detail procedures for allegations made against staff. This means that staff and parents are not kept well informed and this impacts on children's well-being.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and content within the group. They are greeted by staff who are enthusiastic and welcoming on their arrival. Staff are fully aware of children's individual routines, they take time to find out about children's likes and dislikes so they are able to make good progress in their development. They are also able to speak the community languages and work closely with parents. Children are well settled because they have a key worker who is responsible for their needs.

Children are confident and independent as they become absorbed in their chosen activity. For example, a group of children were observed helping themselves to books and reading them quietly. Others enjoy role-play activities where they take each other's temperature and pretend to be doctors with the dressing up clothes.

Nursery Education.

The quality of teaching and learning is good. Staff have a clear understanding of children's starting points as this is discussed with the parents. They also have a good knowledge of the Curriculum guidance for the foundation stage and are able to plan effectively covering all six areas of learning, which enables children to make good progress towards the early learning goals. All children have daily targets which staff monitor and offer them the opportunity to re-visit if necessary. This ensures that children continue to make good progress towards their development. Assessments are completed using a Foundation Stage profile as staff clearly indicate by colouring in when a child has reached each stepping stone. These assessments are supported by observations made during free play and focus activities.

Children are confident and show positive attitudes towards learning, they are developing positive relationships with the staff and their. Staff continually praise children for their efforts which develops their self-esteem and confident. Children are developing some independence during routines, for example they able to wash and dry hands and they look forward to helping out a snack time, by giving out plates. However staff miss opportunities to introduce problem solving skills and further promote their independence. For example staff count out plates for children to give out instead of letting them work out how much they need. Children have free access to a maths areas and are learning about numbers in their environment, most children are able to count to beyond ten and recognise a few numerals. They are developing their hand and eye coordination as they thread buttons and sort objects into to colour and size.

Children's language and communication skills are promoted well by staff through activities such as singing and story telling. Staff are able to speak the community languages and encourage children to also speak in their home-language in the group. Children are learning to recognise

their names as they self register by finding their pictures and signing in when they arrive and leave the setting. They learn about different kinds of print for example, all six areas are labelled in bi-lingual languages such as Urdu and Punjabi. Children are able to develop their confidence in the writing area, where they are provided with a good range of resources.

Staff make good use of visual cards to tell stories which ensures that all children can follow along. More able children are able to make accurate predications of what happens next. For example when talking about life cycles they commented that the butterfly comes out of the cocoon. Children are beginning to gain good control whilst they use the computer, they can click and drag the mouse and are able to print their work which is displayed.

Children are developing their creativity and imagination through well-planned activities. They have good access to role-play activities where they dress up in outfits denoting specific roles such the nurse. They are learning about sounds and music by using the headphones and a tape recorder independently. They show good concentration whilst they listen to their favourite story tapes. Children enjoy messy activities such as easel and sponge painting. They were observed squeezing the sponges and watching the paint drip out of their fingers.

Helping children make a positive contribution

The provision is good.

Children's individual needs are effectively by staff who know the children well. They are learning about the wider world around them as they play with a good range of toys and resources which reflect race, culture and gender. They have good opportunities to see different languages written on signs and displays around the setting. Children with learning difficulties and/or disabilities are well supported in the setting which enables them to take part in all activities. Staff were observed supporting a child to get around the setting using a walking aid. Clear records are kept on children's progress and staff actively work with parents and other agencies to ensure that children are fully included within the setting. Children's spiritual, moral, social and cultural development is fostered.

Children are content and behave well in the setting. They interact confidently with adults and their peers, learning to consider the needs of others. They work together co-operatively, for example they wait for their turn on the computer. They are learning to work well together by sharing and taking turns with activities and equipment. Staff act as good role models and consistently use praise and encouragement to promote positive behaviour. Older children are continue to show good levels of concentration during 'focus' activities which enables them to progress in the six areas of learning.

Children benefit from daily verbal feedback given to parents in their community languages at the end of each session. This ensures that children's welfare is well promoted in the setting. Children are proud and eager to take their art work home which promotes their self-esteem, their achievements are shared with parents. Information about the regulator is displayed for parents to ensure they are made aware of what to do if they are concerned about the care of their children. A complaints log is in place to reflect the recent changes in regulations.

The partnership with parents and carers of funded children is good. Parents receive detailed information about the six areas of learning. Information is also displayed on the notice board and parents are sent regular newsletters about forthcoming events and topics. They are also invited to come in to the group to play instruments. Photographs were observed of parents playing the 'guitar' and the 'dhol'. All parents are encouraged to take part in their children's learning by completing their individual profiles.

Organisation

The organisation is satisfactory.

Children are protected because all staff are appropriately qualified and there are satisfactory procedures for recruitment and vetting which ensures that staff are suitable to work with children. Staff organise space effectively to enable children to access a good range of activities both indoors and outside. A key worker system ensures that children are appropriately supported and cared for throughout the session and parents know who to talk to about their children's progress.

Most of the required documentation is in place and maintained confidentially. However, some written policies do not contain sufficient information. This has the potential to impact on children's welfare as staff and parents are not kept well informed.

The quality of leadership and management is satisfactory. Staff work well as a team to provide a balanced range of activities and experiences for young children. Weekly meetings are held to discuss the planning and ways to improve the practice. The manager also identified that they were looking for ways improve the monitoring system for the nursery education and the provision overall. Staff have successfully identified areas for improvement such as rearranging the furniture to enable a children to move safely. Staff are knowledgeable and eager to attend relevant training when such needs are identified through team meetings and annual appraisals.

Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the setting agreed to ensure the storage of equipment does not impinge on space ratios, to extend the resources offered to children which reflect disability positively, to extend opportunities for children to practice their writing skills and to extend opportunities for children to develop problem solving skills during routines.

Staff ensure that children have sufficient free space to move safely by ensuring that all equipment is stored well. Children are learning about the wider world because they have a good access to toys and equipment which reflects disability such as toy wheelchairs and play people with walking aids. A writing area is now freely accessible with a good range of resources to encourage children to make marks. A self registration system encourages children to sign in and out of the setting. Staff have considered some ways to give children more opportunities to develop skills during snack time, but it is still limited. A further recommendation has been made.

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.

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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 children's opportunities to access fresh drinking water
- improve hand washing facilities by ensuring that soap is available to promote children's health
- develop the child protection procedures to include procedures for allegations of abuse being made against a member of staff
- review and the policies and procedures regularly to reflect changes in legislation.

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):

- improve opportunities for children to develop concepts of problem solving

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