



Roughton Under 5's Playgroup

Inspection report for early years provision

Unique Reference Number	254250
Inspection date	30 November 2006
Inspector	Georgina Emily Hobson Matthews
Setting Address	The Portocabin, St Mary's Primary School, Chapel Road, Roughton, Norwich, Norfolk, NR11 8AF
Telephone number	07796 288699
E-mail	
Registered person	Roughton Under 5s 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 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?

Roughton Under 5s Playgroup registered in the current premises in 1994. It operates from a mobile unit within the grounds of St. Mary's VA Primary School in the village of Roughton, in Norfolk. The playgroup serves a wide catchment area.

There are currently 13 children aged from two to under five years on roll. This includes seven children who receive funding for nursery education. Children attend for a variety of sessions.

The group opens five days a week during school term times. Sessions are from 09:15 until 11:45.

The playgroup is managed by a voluntary committee of parents. The committee employs two full-time and one part-time members of staff to work with the children. Two staff members hold appropriate early years qualifications. A parent rota operates to provide additional adult

support at each session. The group receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well and they are protected from becoming ill. They are cared for in a warm and clean environment. Staff members display thorough hygiene practice and the group has effective systems in place to prevent the spread of infection. Two staff and two committee members hold food hygiene certificates. Children's welfare is accommodated as staff can respond to accidents and appropriate measures are in place if children are ill. Each staff member and several committee members hold current first aid training. A first aid box is well stocked and easily accessible and a clear policy is shared with parents regarding the care of sick children.

Children actively learn the importance of personal hygiene and of how to keep healthy. Staff members encourage them to take responsibility for their own personal needs. Children wash their hands before eating, after toileting and messy play and access and dispose of tissues independently. A visit from a dental hygienist raises the children's awareness of dental hygiene.

Children benefit from a nutritious diet at the setting and develop a valuable awareness of healthy eating. They enjoy a relaxed and social atmosphere at snack times. Children have opportunities to taste a variety of freshly prepared foods such as pitta bread and hummus and a selection of fruit and vegetables. Special dietary requirements are identified prior to the commencement of care to ensure that parents' wishes and any religious needs are met and that no child is at risk from a reaction to food. Children are able to regulate their own drinking needs as they access fresh drinking water within the play area.

Children develop a positive attitude to exercise as they have regular opportunities to explore a variety of physical movements indoors and outdoors. They enjoy being in the fresh air and develop large physical skills as they hop, skip, jump, throw, catch, climb and balance using a variety of equipment. Children are able to rest and sleep according to their individual needs in a quiet corner furnished with comfortable cushions or in a small bed in the play area.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, child-centred, secure and safe, indoor and outdoor environment. They have sufficient space for free movement and floor activities and there is adequate storage space for equipment. Children use a range of new, child-sized, bright and stimulating furniture and a wide selection of developmentally appropriate, safe and suitable resources.

Children's safety is fostered as the group carries out an ongoing risk assessment of the setting and of proposed outings to reduce hazards and to minimise the risk of accidental injury to

children. Children learn to keep themselves safe as they are provided with clear explanations about safety issues within the setting. The group raises children's awareness of road and fire safety through activities, discussions and visits from local police and fire officers. Children learn about how to stay safe in the sun as the group uses and shares Sunsmart campaign information with parents.

Children are safeguarded as staff are aware of their responsibilities in the area of child protection. Staff and committee members have accessed recent child protection training and have a secure understanding of the procedures to follow if they have child protection concerns. Sound systems are in place to release children into the care of other adults in the event of an emergency.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and at ease on arrival at the group. They receive a warm welcome from staff members, separate easily from their parents and settle quickly to activities. A gentle atmosphere is created by the staff and children are able to make their own choices and to play at their own pace. Children develop confidence as each day staff members provide familiar activities and explain new ones so that the children know what to expect. Staff are friendly, approachable and attentive to the children's needs at all times. They are gentle and affectionate and foster children's self-esteem through frequent praise and encouragement.

Children enjoy their play as they explore a varied and stimulating range of activities and are able to focus without distractions. Children listen carefully at 'carpet time' and there is a quiet buzz of activity throughout the session. Children display concentration and develop their creativity as they create hedgehogs with their hand prints and carefully paint in mouths, noses and 'finger nails'. Children's imagination is extended in the home corner as they express ideas and thoughts in imaginary play revolving around painting the house. The group improves outcomes for children under three years by using an approach in line with 'Birth to three matters'.

Nursery Education

The quality of teaching and learning is good. Children are making progress towards the early learning goals. Staff have developed their knowledge of the Foundation Stage and each member of the team is involved in planning. They are able to explain how they plan the environment, the routine and activities that incorporate a broad range of practical experiences for the children, covering all areas of learning. Staff have revised plans to provide more continuous play opportunities for the children. Short term plans record the learning intention of the activity, the resources required, examples of vocabulary to be introduced, adaptations to meet individual children's needs and an evaluation of the activity. Children's starting points are identified with parents prior to the commencement of care to inform the planning.

Staff members work at the children's level and listen carefully and respond to their news and ideas. They provide thoughtful support and encourage the children to explore new concepts. Open-ended questioning techniques are used to help the children to come to their own conclusions. A key-worker system is in place. Specific staff members co-ordinate information

about individual children's needs and progress and share this with parents. Meaningful observations of each child's achievements and the next steps required in children's learning are recorded in a 'Learning Story'. A new system has been developed to consider this information during planning sessions. Parents are invited to contribute to the children's records and to become involved at the setting.

Children develop an awareness of their own needs as they access and complete activities independently and help themselves to drinking water and tissues. They have an awareness of the needs of others. Children share resources, take turns, negotiate and interact with each other. They involve each other in imaginary play and are keen to look at each other's hedgehog prints and discuss how they painted the features. Children's language development is effectively supported. Staff encourage the children to contribute during group times and they speak in turn, holding a soft toy for security. Children delight in standing in front of the group to count the number of children in attendance. They join in songs with enthusiasm. Children listen carefully to instructions and stories. They access the book corner for pleasure and handle books with care. Children turn the pages, look at pictures and are able to anticipate what is likely to happen next in the stories. The setting is print-rich and the children recognise their names and that print has meaning. They have access to range of mark making resources and are beginning to write their names on their work.

Children show an interest in numbers and shapes. They recognise numerals on cards and in computer programmes. Children learn about different shapes as they use play dough and they count acorns, paintbrushes and the sides and corners of items. The language of size is explored as the children measure their height and compare hands and feet. Children are beginning to make sense of the world around them as the group organises outings and visits from adults in the community. They investigate and explore through first hand experiences as they use a range of natural and recycled media and grow plants such as crocus bulbs. Children use their imagination and creativity well in the imaginary play corner and as they play instruments and move to music. A xylophone is popular with two children who spend some time counting each other in and creating pleasing melodies.

Helping children make a positive contribution

The provision is good.

Children feel a sense of belonging at the provision as staff prepare the play area carefully before the group opens. Individual needs are identified prior to the commencement of care, children are treated equally and activities are adapted to accommodate their individual needs. Children are developing positive attitudes to diversity as the group includes images of the different people that make up our society within their resources. Adults from the local community share skills with the children. Children become aware of the wider society on outings to Wroxham Barns and 'Let off Steam' and on visits to school, for example, the Christingle Service. The group has an awareness of caring for children with learning difficulties.

Children understand responsible behaviour and can distinguish between right and wrong. They behave well as staff use positive behaviour management strategies that are appropriate to each child's level of understanding and maturity. Staff offer clear explanations if behaviour is inappropriate, for example, if children run in the setting. House rules have been developed and

children respond well to routines such as one person talks at a time. A calm learning environment is maintained and children learn to respect others. Children's social, moral, cultural and spiritual development is fostered.

Partnership with parents and carers is good. Children's ongoing progress is accommodated as the committee provides comprehensive information to parents regarding the group's operational plan. An introductory brochure is issued and a 'Parents Information Folder' is available at all sessions. A notice board displays detailed information about the provision and examples of children's creative work. Staff members work closely with parents and provide opportunities at the beginning and end of each day to share information regarding the children. Parents of children receiving education funding are invited to attend individual progress meetings and to contribute to their child's learning story. All parents of children at the group are able to become involved in their child's learning by participating on the parent rota and by completing questionnaires about the provision. Their satisfaction is reflected in their very positive feedback.

Organisation

The organisation is good.

The leadership and management is good. The voluntary committee has a clear vision of how it wishes the setting to run and has developed a comprehensive operational plan and system for self-evaluation. Thorough procedures are in place to recruit, induct and develop staff and a committed team is in place that work well together and take responsibility for what happens in the setting.

Children benefit from the care of an appropriately vetted, qualified and experienced staff although the group has not developed a system of ensuring the ongoing suitability of staff members. Children are never left alone with anyone who is not vetted. High staff ratios ensure that the interests of all children are maintained and that their individual needs are met. Children's progress is enhanced as the staff access ongoing training to improve their practice.

The group organises the mobile classroom effectively to accommodate children's play. They are able to move around easily and safely and to access equipment in a well prepared setting. A foyer provides low-level coat pegs for outdoor wear. A small kitchen is available in which staff prepare food. Children are accompanied to toilets in another building close to the mobile classroom. The bright room offers a welcoming environment with friezes of the children's creative work, photos of them at play, a birthday chart and posters. Child-sized furniture provides areas for table-top activities and snack times. A large floor space next to low-level storage units creates a section where children may spread and explore resources of their choice. A daily routine is planned to enable the children to become involved in play both indoors and outdoors, to contribute in group activities and to enjoy a sociable snack time. Overall children's needs are met.

Documentation to promote the welfare and care of the children is well-organised and stored securely to ensure confidentiality.

Improvements since the last inspection

At the last inspection, the group was asked to implement a number of improvements in order to support the children's well-being. The committee has developed the operational plan to include all required policies and procedures and this is available to staff at all times. A reviewed child protection statement, formal induction and appraisal procedures and a system to regularly risk assess the setting are included. In addition, the group has organised external and internal training for staff and has purchased new furniture for the setting. As a result, the daily routine has been restructured and children are able to express themselves in more child-initiated play. Newsletters to parents contain information regarding the Foundation Stage and parents' meetings have been introduced to discuss the children's progress.

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 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 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):

- establish a system of ensuring the ongoing suitability of staff members.

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):

- continue to develop methods to inform planning using the identified next steps in each 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