



## ASSC Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	124886
<b>Inspection date</b>	21 September 2006
<b>Inspector</b>	Ceri Ann Mills
<b>Setting Address</b>	118-146 Morland Road, Addiscombe, Croydon, Surrey, CR0 6NE
<b>Telephone number</b>	020 8654 0806
<b>E-mail</b>	
<b>Registered person</b>	ASSC/Addiscombe Sports & Social Club
<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 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?

Addiscombe Sports and Social Club Pre-School opened in 1972. It is managed by a committee of ASSC representatives and the daily supervisor. The pre-school operates within the Sports and Social Club which is situated through a walk way at the rear of Morland Road, in Addiscombe, Croydon.

Children have access to one hall, which is used as the main activity room and for physical play. There is an enclosed outdoor play area.

The pre-school is open Monday to Friday between 09:20 and 11:50 during term time only and may care for up to 24 children from 2 years to under 5 years. There are currently 18 children on roll, of whom 7 children are in receipt of nursery education funding.

The pre-school serves families from the local community and supports children with special needs and who speak English as an additional language.

All of the 4 members of staff employed work directly with the children each day and of these, 3 hold an appropriate early years qualification. There is 1 staff member currently working towards NVQ level 2.

The pre-school receives support from Croydon Early Years and Childcare Service.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a clean and well maintained environment, which the staff effectively prepare at the beginning of the day and consistently check throughout the session. Children's good health is protected well because staff recognise and reduce possible risks. They take steps to prevent the spread of infection by routinely cleaning the toys, wearing gloves when changing nappies and wiping the tables thoroughly before refreshments are taken.

From an early age children learn about the importance of personal hygiene because staff help them to understand that washing their hands after using the toilet and before handling food helps to keep them healthy. Children take tissues independently and dispose of them safely after use.

Children's health and welfare is promoted effectively because the setting has clear policies and procedures in place which are shared with parents. Appropriate permissions and well documented records safeguard children in the event of emergency treatment being required and when medication is administered. Children are well cared for if they become unwell or have an accident because all staff are trained in administering first aid. Children with infectious illnesses do not attend thus preventing the spread of contagious ailments.

Children make good progress in their physical development and have daily opportunities to take part in physical play, which contributes to keeping healthy. They use their bodies in various ways, for example dancing to music or climbing over, under and through a range of challenging equipment. They show a good awareness of their environment and are careful not to encroach in other children's space when participating in action rhymes, such as "I'm a little teapot".

Children confidently handle a range of small tools, such as scissors and hammers, and use pens and pencils with increasing control.

Children's dietary needs are appropriately met because staff gather relevant information from parents and have regard for the children's individual requirements.

Children are offered mostly healthy foods for snack and have a choice of water or milk to drink. There is a relaxed and informal approach to snack time which allows children to decide when they wish to take refreshment. As a result children develop independence and an awareness of their own bodily needs.

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

The provision is good.

Children enjoy their play in safe, secure and spacious surroundings. They are closely supervised at all times because staff are effectively deployed. Staff show particular vigilance at arrival and collection times to ensure children cannot leave the premises without an adult and there are good procedures in place to prevent unwanted visitors gaining access to the building.

Informal daily risk assessments are carried out to ensure potential hazards are minimised.

Children show an increasing understanding of how to keep themselves safe from harm. They listen attentively to the clear explanations given by staff. For example, they know why running around the hall can be dangerous and why they must be careful at the top of the climbing frame.

Children develop an awareness of community safety from the various professionals who visit the setting from time to time, such as the fire service and road safety officers.

Children play safely with a wide range of equipment and play materials which are very well maintained and effectively organised around the hall to ensure independent access. Staff create a welcoming environment for children, despite having limited wall space for displays. As a result children take most of their work home.

Good fire safety procedures are in place. Regular fire drills are carried out to ensure children know the procedures for evacuation in an emergency.

Children are protected well as the staff have a clear understanding of child protection issues, enabling them to follow the appropriate procedures, should they have concerns. Policy documents are shared with parents so that they know the children's safety and welfare is the setting's first priority.

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

The provision is good.

Children clearly enjoy being at the pre-school. They arrive cheerfully, confidently find their name card and settle quickly at their chosen activity. Staff work hard to create a welcoming and child-centred environment. As a result children are involved in a broad range of stimulating activities, which keeps them busy and interested and helps them achieve well. A good balance of adult and child initiated play helps children to make progress in areas of learning. The setting is beginning to implement the Birth to three matters framework for younger children, as some staff have attended initial training. Observations are being recorded, however these are not linked to the short term plans which show what children are expected to learn.

Children under 3 years are provided with appropriate challenges for their stage of development because staff skilfully adapt activities. For example, as two children play happily and cooperatively with a large box of buttons a staff member encourages the older child to sort the buttons into three different sizes, whilst the younger child receives help to sort by colour.

Staff sit with the children so that they are directly available to support their play. This helps children to sustain interest and concentration. Children happily talk to staff about what they are doing and involve them in their imaginative play by, for example, brushing their hair at the "hair dressing salon" and serving them a slice of cake from the "bakery". Staff willingly join in and are attentive to what children say and do. Children's thinking and learning is extended as staff effectively use open ended questions.

Children are sociable, make friends and play well together. They enjoy sharing their achievements with staff and proudly place their work in named trays to take home.

Children feel valued and are confident because staff provide them with decision making opportunities, such as choosing a favourite song to sing or selecting a book for the staff member to read to the group at story time.

### Nursery Education

The quality of teaching and learning is good. Staff have a sound knowledge and understanding of the Foundation Stage framework which is evident in their planning. Children make positive progress in all areas of development because staff plan a well balanced curriculum, which offers a wide range of appropriate activities and first hand experiences.

Children's individual development is monitored by key staff through observation and their next steps for learning are identified. However, the short term planning does not clearly show what children of different ages and abilities are expected to learn and how activities are extended to provide challenges for them.

Most children are able to recognise their names on the named pegs and trays, which helps them to feel a sense of belonging. They have plenty of mark making materials readily available and practise emergent writing in a variety of situations, with some children forming recognisable letters.

Children make very good use of the book area which is well resourced and comfortable. They enjoy looking at books, which include some well known favourite stories in other languages, listen attentively and respond enthusiastically when staff ask pertinent questions.

For example, whilst reading a story about a child who is reluctant to wash, dress and tidy up toys the member of staff involves the children by asking for a show of hands if they tidy their rooms and wash themselves. Most of the children say they do and the staff member helps the children to count up to 11, then praises them for being so helpful at home.

Children demonstrate their understanding of mathematical language well and have many opportunities through routine parts of the session to count and recognise numbers.

Children learn about shape, size and measures through a range of practical activities. For example, during role play in the "bakery" staff politely request 2 biscuits and half a cake. The children work well together, and with some adult assistance as they calculate the number of slices required, and confidently select the correct number of biscuits. Children learn to add and

subtract through number rhymes, such as "Four red apples" and enjoy exploring materials, such as sand and water.

Children approach staff with confidence and develop caring relationships with their peers. For example, a child who arrives late is warmly greeted by the children and is invited to sit next to several of them at circle time. Good staff interaction at circle time helps children understand the basic concepts of time, such as days of the week and changes in the seasons. Through discussion children are able to recall past experiences and show delight in future events, such as a birthday celebration.

Children develop a good understanding of other peoples cultures and festivals through well planned topic work and having a wide range of resources and positive images readily available.

Children use their imagination in a variety of ways. They act out familiar scenarios during role play and are inspired by props such as the climbing frame where they climb under to shelter from the "rain".

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

The provision is good.

Children benefit from the warm welcome they receive from staff as they enter the pre-school. The familiarity of the routine helps children feel secure, as they separate from their parents.

Children behave very well and develop positive relationships with their peers as they share toys and participate in games. They show care and consideration to the needs of their friends and play harmoniously together. Staff provide good role models for the children by being polite and calm. Children respond appropriately with good behaviour and manners for example saying "thank you" when offered a snack.

Children respond with enthusiasm to requests from staff at tidy up time and their independence is strongly encouraged. Children make their own choices from the range of activities provided and enjoy the opportunities given for developing their self care skills, such pouring their own drinks.

Children's developmental achievements and desirable behaviour is quickly recognised by staff who reward the children with lots of warm praise and stickers, which helps build their confidence and self esteem.

Staff treat children with respect and value their individuality. As a result children gain a good understanding of the differences and similarities in society. Many religious and cultural festivals are celebrated and children greatly benefit from an environment which reflects diversity amongst staff and children. Children's spiritual, moral, social and cultural development is fostered.

The quality of the partnership with parents and carers is good. Parents have regular opportunities to share information about their children with those caring for them, so key staff get to know the children extremely well and provide appropriately for their developing needs.

Staff ensure parents are kept up to date with their children's progress and development through regular informal feedback. The staff's commitment to working in partnership with parents has led to the introduction of open mornings which gives parents a formal opportunity to see what goes on in the setting, to access written records detailing their children's individual progress, and to contribute to the assessment process.

Children with special needs and those who speak English as an additional language are able to participate fully because staff are committed to inclusion and undertake relevant training to support a specific need.

Parents receive clear information about the setting through, for example, a "Welcome" booklet, regular newsletters and displays. A range of policies and procedures are available, however, some of the details are not current. Information about the Foundation Stage used for the development of funded children is shared with parents through the prospectus and displays, however there is limited details about the Birth to three matters framework used for younger children available for parents.

## **Organisation**

The organisation is good.

Children receive a high level of support and supervision because of the good adult: child ratios and effective staff deployment. Staff organise space well and carefully plan free-flow play to ensure all children are able to participate and gain fully from an appealing range of resources. The daily routine is flexible because staff recognise that children often require further time to explore and complete activities, therefore fulfilling their potential, rather than the routine leading the children's play.

Children spend valuable time together at registration and snack time, providing them with opportunities to engage in conversation and talk about things that are important to them.

There are effective recruitment and induction procedures in place, which ensures all staff working with children are suitable to do so.

Children are cared for by a consistent staff team that know them well and have a secure understanding of child development. Key staff observe children's development, maintain progress records and keep parent's informed of their children's achievements.

All mandatory documents which contribute to children's health, safety and welfare are in place and policies and procedures work well in practice, although some do not reflect recent changes in the provision and regulation requirements.

Leadership and management is good. The supervisor works closely with the organisations representatives and the staff team who are all committed to continuous development and improvement.

The staff work well together and actively promote the aims of the setting by providing children with educational play which is an enjoyable and productive experience. As a result children make good progress towards the early learning goals.

An appraisal system is being developed with some staff having had their skills recognised and training needs identified.

Most staff hold a relevant childcare qualification, have relevant early years experience and are encouraged to continue enhancing their professional development through a range of early years workshops.

Staff meet regularly to share children's progress and plan purposeful activities to support children's learning. As a result, the provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last care inspection the provider was asked to ensure that all staff and children's details including their hours of attendance are recorded; display children's art work within the setting; and record health and safety checks, including fire drills.

The setting has acted on all of the above by improving the format for recording the daily attendance of staff and children; securing a designated area within the hall for children's art work to be displayed; and maintaining relevant health and safety records which include evacuation procedures and practices.

These improvements have a positive impact on children's safety and wellbeing.

At the last education inspection the following key issues were raised. To review planning system to ensure that a) children have sufficient opportunities to exploit malleable materials and b) children have opportunities to find out about and investigate living things and objects; to improve the programme for mathematical development by effective use of labels and by exploiting the mathematical opportunities during the day to day routine, to help children count and recognise numerals; to improve the system for sharing children's progress with parents.

All three key issues have been addressed. Plans show that children have regular access to sand, peat and dough which they can shape, and through themed topics such as "mini beasts are able to explore and investigate living and natural materials.

Children have frequent opportunities to count to ten and beyond. They use numbers when singing, which include adding and subtracting rhymes; count each other at registration and recognise the relevant numeral.

The introduction of parent open mornings provides staff with a formal opportunity to share children's achievements with their parents. The setting has received very positive feedback from parents who have attended and plan to further develop the parents meetings.



These improvements have a positive impact on partnership with parents; children's knowledge and understanding of the world, and their creative and mathematical development.

### **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 action in order to meet the National Standards. The provider is required to keep a complaints record 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):

- continue to develop knowledge and understanding of Birth to three matters framework
- revise policies and procedures to reflect the changes within the setting and to the complaints procedure.

#### **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 the appraisal system
- continue to develop short term planning so that children's learning is moved on in line with their identified next steps for 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](http://www.ofsted.gov.uk)