



All Saints Playgroup & Pre School

Inspection report for early years provision

Unique Reference Number	EY330303
Inspection date	26 September 2006
Inspector	Shami Kumar
Setting Address	Church Hall, William Street, KETTERING, Northamptonshire, NN16 9RR
Telephone number	01536 513376
E-mail	
Registered person	Susan Drage and Carol Day
Type of inspection	Integrated
Type of care	Full day 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?

All Saints Playgroup and Pre-School is a privately owned group which was registered in 2006. The pre-school and playgroup is based in the church hall at All Saints Church, William Street, Kettering. It serves mainly the local area. The group has sole use of the building during operating hours. The group use the main church hall which is divided up to allow for various types of activities. There are purpose built toilet facilities, a kitchen and a meeting room, which is used as a quiet library area and computer room. There are adult and disabled toilet facilities within the premises. There is an enclosed outside area suitable for outdoor play.

The group opens daily and children attend between the hours of 09:00 to 11:30 and 12:30 to 15:00, term time only. A lunch club is incorporated on a Tuesday and Thursday and on these occasions the group operates until 12:15, and on a Thursday children are able to attend for the whole day. The group are registered for 26 children from two to under five years. There are

currently 54 children aged two to under five years on roll in the setting. Of these 33 children receive funding for nursery education. The setting supports a number of children with special educational needs and also supports children who speak English as an additional language.

There are 11 members of staff who work with the children and each child is supported by a an individual staff member allocated to a particular child. With the exception of one, all staff have an appropriate early years qualification. The setting receives support from the local authority early years advisor. The setting is a member of the Pre-School Learning Alliance and has received their quality assurance accreditation.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children maintain their health because their physical, nutritional and health needs are well met. They learn about the importance of washing and drying their hands before eating and after using the toilet through the daily routines. Pictorial reminders and discreet supervision ensures that the children wash their hands frequently, especially before eating. Their independence is fostered by the provision of low level toilets and sinks which they can use safely. Children stay healthy because staff have regular cleaning routines for the premises and equipment to help reduce cross infection. There are further systems in place such as staff wearing gloves for changing children who are wet, sick or dealing with any body spills, and nappies are disposed of appropriately.

Children are well nourished due to healthy snacks provided during the session. They enjoy the fruit, breadsticks, prawn crackers, pappodums, vegetable sticks, and like to choose from the range of drinks provided. Parents send food for those children who stay to lunch and they are reminded to put an ice block in during the warmer months to keep food fresh. Children's individual health needs are recorded before they start at the group and staff are careful to ensure these are met. Children learn about the importance of a healthy lifestyle from the work done during general discussion and organised topics. Although children do not sleep in the setting, they are able to rest according to their need, with staff ensuring that a quiet, comfortable area is available.

Children enjoy physical play opportunities both in the outdoor area and inside the hall. They develop balance and co-ordination using the wide range of equipment for physical play which includes sturdy wheeled toys, climbing frames, slides, balancing beams, trampoline and a parachute. In addition children are encouraged to move imaginatively during organised obstacle courses and in music and movement. Children demonstrate good spatial awareness as they negotiate around each other while riding wheeled toys. Staff are beginning to use the 'Birth to three matters' framework to plan and provide physical play experiences for the younger children.

Parents are made aware of the sickness exclusion policy before children attend and also for obtaining written permission for any medication to be administered. Children are protected because staff are first aid trained and the first aid box is stocked appropriately, and consent

to emergency medical treatment is in place. Accidents are clearly recorded, however some entries in the book have not been countersigned by parents which has the potential to affect children's overall well-being.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure and safe environment. All parents and children are made very welcome with staff always available to answer any queries or discuss concerns. There are robust arrival and checking procedures to make sure that the changeovers at the beginning and end of each session are conducted safely. The building meets the needs of the children well. They are able to move around independently, have access to all types of play and have their care needs well met.

Staff are vigilant and follow procedures which help to minimise risks and keep children safe. Measures such as socket covers, medicines or dangerous substances are inaccessible to children. Risk assessments are in place and are reviewed regularly. Children learn to keep themselves safe by practising fire drills and by talking about why they should not run inside the setting, not throw toys and the reasons why they should not walk on the parachute. Children are also kept safe as a soft surface is fitted in the newly refurbished outdoor area and parents are asked to provide hats and put sun-cream on their children during the summer months. Parental consent is gained for outings and these are risk assessed to ensure children's safety.

Children use a wide range of good quality, inviting equipment for both indoor and outdoor play. Careful thought goes into the purchase of new equipment to ensure it meets the needs of the children as well as complying with the appropriate safety standard. Furniture, equipment and toys provided are age appropriate. Children benefit because the resources and play materials are cleaned and checked regularly for safety and hygiene.

Children are further protected by the sound knowledge and understanding staff have of their roles and responsibilities in child protection. The staff know what procedures to put into place when necessary, and there is a clear written policy.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the setting. Children and parents are warmly welcomed into the setting and those that are new to the group are helped to settle by staff who are sensitive to their needs. Children feel secure and are reassured by staff who show care and give supportive contact. This helps them to become increasingly confident and explore the environment to independently select activities. Children under the age of three follow the same curriculum as older children funded for nursery education although assessments of their development are made using the 'Birth to three matters' framework.

The children arrive happy and eager to participate. Children gain confidence and a sense of trust from the relationships they develop with staff and other children. Staff are very experienced and enjoy the company of the children in their care. They spend time talking to and playing

with them. Early communication skills are supported through adult and child interaction. Children begin to make sense of the world and express their ideas as they join in the wide range of activities. For instance, younger children enjoy making cups of tea in the imaginary play area while older children enjoy pretending to fill up their vehicles using petrol pumps, parking them in the allotted areas and fixing them in the workshop using a variety of tools.

Nursery Education

The quality of teaching and learning is good. The staff team have a good knowledge and understanding of the Curriculum guidance for the foundation stage. They plan an interesting range of activities to provide opportunities for learning in all six areas of the Foundation Stage. Observations and assessments are made on children's learning and activities are evaluated to ensure learning outcomes are achieved and that children are progressing well towards the early learning goals. Children are happy in the setting and have a very positive attitude to learning. They are confident and motivated and play well on their own and also work well together. Children behave well and are learning to accept responsibility for their actions. They are developing an awareness of right and wrong and show respect and care for other children. For example, a child asking a member of staff whether another child is going to be okay. The children show good levels of interest and involvement in activities, concentrate and persevere well to complete tasks. They respond well to new activities when they are presented to them. For example, playing parachute games and the children have great fun, laugh, giggle and squeal with pleasure.

The children are developing good language skills and enjoy listening to books and stories, some of which they select independently and sit with staff to read. They are able to predict stories accurately, telling staff about 'The Gingerbread Man', a favourite story, and recalling the 'The Three Little Pigs' display they had enjoyed. They are learning to listen and to sit quietly and concentrate when appropriate. They use speech to discuss experiences and feelings by talking about birthday parties they have attended, eating chocolate cake and talking about members of their family. However, children are given limited opportunities to reflect and talk about activities and what they have done during the session which limits children's overall enjoyment of their experiences. The children are beginning to recognise letters and to recognise their own laminated name cards, and sometimes those of other children. There is some provision for children to develop their pre-writing skills, however, there are limited opportunities and materials for children to initiate the use of mark making in their play through using various activities. This has the potential to inhibit their learning. Children confidently count to five and beyond and some are able to recognise numbers. Staff provide a range of activities to enable children to learn to problem solve, recognise shapes, size, colour and learn about weights and measures.

Children develop knowledge and understanding of the world when they participate in activities relating to growth. They learn to plant sunflowers and crocuses and watch them change and also look and observe living things such as snails and squirrels. Children are learning to respect each other's culture through the celebration of festivals when they read stories, make divas, and try out associated foods. Children develop mouse and keyboard skills when they operate computers in the quiet room. There is a range of programmable toys to support children's understanding of every day technology and communication, such as mobile phones. Children have opportunities to use their imaginations as they take part in craft activities and participate

in role play based on first hand experiences such as a car garage, going to the hairdressers, and going to the doctors. The children have daily access to differing textures such as water, sand, play dough, clay, custard powder and dried food, and experience how colours change when mixed together. The children talk freely and tell staff and other children about their ideas, for example, making play dough into imaginary pancakes. They listen to music and sing daily and particularly enjoy joining in with action rhymes which include the dinosaur song. Musical instruments are available and the children have also helped to make their own. They have experimented by listening to the different sounds they make.

Children's physical development is catered through a range of indoor and outdoor activities. They learn to move confidently and safely and are beginning to have an understanding of using words such as going under, over and through as they use the parachute, balancing and climbing equipment. Children show an awareness of space as they avoid collisions and obstacles whilst riding wheeled toys. Children are beginning to develop their finer manipulative skills and co-ordination by using a range of resources and tools which include scissors, peg boards, beads and cutters. Staff have developed good systems to observe, monitor and record children's achievements and to plan experiences that help children take the next step in their learning. Organisation of space and resources is effective and children are encouraged to develop independence in their personal self-care and in their ability to access resources. Staff manage behaviour calmly and consistently and children learn to share and take turns. Consequently behaviour is very good.

Helping children make a positive contribution

The provision is good.

Children are able to play a full part in the setting because staff value their individuality. For example, children's likes, dislikes, information about their pets, people special to them and special needs are discussed and recorded before they start at the setting so they settle well and enjoy their time there. The setting is pro-active in its approach to those with additional needs and ensures that the building is accessible to all. The special needs co-ordinator discusses each child with their parents to ensure that individual requirements are met and liaises with external agencies who are working with the child, all with parental consent.

Children behave very well. They benefit from the calm and consistent way staff manage behaviour. They are encouraged to share and take turns and they are learning the difference between right and wrong. They learn about acceptable behaviour through discussion at group time, stories which are read to them and they are beginning to think about the consequences of their actions. Children play together harmoniously, for example, taking turns on the trampoline, sharing paint brushes and bikes. Staff provide good role models for the children and use praise well, rewarding children with comments such as 'that's a lovely picture', or 'well done' which increases their self-esteem and confidence. All children celebrate each other's birthdays which enables them to feel special at times. All children are expected to be responsible and help in tidying away at certain times. All children have constant opportunities to make choices and decisions for themselves about where they want to play and what resources to choose as most of the activities are child-led with adult support.

Children have opportunities to learn about themselves as part of wider society through the good range of books and resources which have positive images of diversity, and through the celebration of a range of festivals. Visitors are welcomed into the group to widen children's learning and the entertainer and the local community policeman are particular favourites. All children are included in the activities and routines and children's individual needs are well met. They are encouraged to respect and value themselves and each other. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. This has been developed and significantly contributes to the children's well-being and enriches their time at the setting. Parents are given information about the day to day organisation of the setting including details of the nursery education programme and the 'Birth to three matters' framework before their child attends. They are invited to attend for settling-in visits to enable their child to settle smoothly and are encouraged to help at snack time. Children benefit because parents receive regular information through newsletters about current topics and displays on the notice board. Information about children's routines, needs and interests is actively sought before care begins and parents benefit from the termly meetings which allows them to discuss aspects of their child's care and achievements. Parents, staff and the key worker have opportunities to exchange information daily about children's development. Parents are encouraged to effectively share what they know about their child and they are able to contribute to their child's individual play plan and they know they are able to access their child's assessment records books at any time. Parents speak highly about the group and they value the welcoming atmosphere and approachable staff at the setting.

Organisation

The organisation is good.

Children benefit from the commitment of the staff to meeting the individual needs of the children. Staff are encouraged to undertake regular training and take on new initiatives to develop their knowledge and practice. These include professional qualifications, child protection courses, first aid training and the 'Birth to three matters' framework. The staff work very well together as a team and they are sensitive to the children and make their care and education their first priority.

The leadership and management is good. The manager supervises the staff well with a good recruitment, induction and on-going appraisal system in place. Standards within the setting are monitored regularly by the manager and action plans are drawn up to develop and improve the care and education provided. There is a clear recruitment and vetting procedure in place for new staff and they are all aware that until the process is complete they cannot be left alone with children. An induction is completed for all new staff which covers necessary information and policies and procedures.

Staff are well organised to ensure the recommended ratios of children and staff are maintained at all times. Staff support children well during activities and allow them the time and space to initiate, complete and develop their learning. Children gain from the organisation of staffing deployment and good adult to child ratios, which gives them some individual attention and support. The building has been designed and set up to allow children to develop personal

independence and to give them opportunities in all areas of play and learning. Children and parents benefit from the effective key worker system in place in the setting.

There are well written policies and procedures in place for the safe and efficient management of the setting. All the legally required documentation which contributes to children's health, safety and well-being is in place and is made accessible to parents and staff. Overall children's needs are met.

Improvements since the last inspection

Not applicable

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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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):

- ensure a record is maintained of all accidents which are countersigned by the parent.

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):

- ensure that children have opportunities to reflect and talk about activities and what they have done during the session
- provide materials and opportunities for children to initiate the use of mark making in their play through the use of various activities.

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