



St Winefrides Playgroup

Inspection report for early years provision

Unique Reference Number	EY222062
Inspection date	26 September 2006
Inspector	Kate Bryan
Setting Address	Upper Floor, 43 Garendon Road, Shepshed, Leicestershire, LE12 9NU
Telephone number	01509 601266
E-mail	
Registered person	St Winefride's 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.

WHAT SORT OF SETTING IS IT?

St Winefride's Playgroup, which is committee run, opened in the early 1970's at St Winefride's Church Hall. In 1993 the playgroup moved to its present location in the Craft Centre which is a council owned building. The group has sole use of the large upstairs room and secure outdoor play area. Families using the group are from Shepshed and the surrounding area.

There are currently 62 children from 2 to 5 years on roll. This includes 35 funded children. The group supports children who have learning disabilities.

The group opens 5 days a week during term time. Sessions are from 09:15 until 12:00, Monday to Friday and from 13:15 until 16:00, Monday to Thursday. Children can attend a variety of sessions.

There are three full time members of staff and six who work part-time with the children, six members of staff have early years' qualifications. The group receives support from a mentor teacher from the Leicestershire Local Education Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are well aware of daily routines, such as hand washing, which effectively promotes their health and development. Staff also use good practices such as wiping tables with anti-bacterial wipes to reduce cross contamination. However, staff are inconsistent in how they promote hygiene with children because they do not use the 'Birth to three matters' framework. This results in children sometimes receiving explanations for why they are washing their hands but not at other times which means their health is not promoted effectively. All staff have a first aid qualification which ensures that children's health is well maintained. However, there are no parental consents for emergency medical treatment which means children's health is not maintained.

Children have access to a good range of equipment for developing physical skills and enjoy outdoor physical activity on a daily basis. There are also good opportunities for children to enjoy indoor activities, such as a climbing frame and music and movement, so that their physical skills are well promoted all year round. Children can express their feelings so that their emotional well-being is supported well. For example, a child who did not wish to go outside was able to let staff know and they were able to calm him when he became distressed.

Children enjoy break times at the milk bar that they may access when they wish to. This ensures that children have good opportunities to be responsible for recognising their own needs. Healthy drink options are promoted as children can choose to have milk, water or their own drink. However, staff do not use the 'Birth to three matters' framework to engage children in any discussion or explanation about why healthy eating is important. Consequently, children are not learning effectively about healthy choices.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children have easy access to a good range of developmentally appropriate resources, many of which are stored so that children can access them safely. A risk assessment is in place to ensure that resources and the building are safe for children's use and equipment is regularly cleaned. Children use child sized tables and chairs which means they can work at their own level. Children are well protected from the risks of fire by regular drills which have been practised with them.

Children are cared for in a large, bright room which has many displays of their work, they also have access to an enclosed outdoor area daily. These areas are kept safe because staff risk assess them on a daily basis to ensure children's safety. Children are closely supervised within the building to ensure they are kept safe and overall there are good measures in place to ensure this. For example, a bell alerts staff to any doors in the building being opened. However, there

are no procedures for outings which means children's safety cannot be guaranteed. Staff have a sound awareness of keeping children safe although the 'Birth to three matters' framework is not used to plan effectively so that children learn the reasons for safe practices.

A child protection procedure is in place which forms a part of staff's induction procedure and states that children's welfare is paramount. However, the procedures are not in line with the Local Safeguarding Children's Board procedures and staff are unclear of procedures which means children's safety is not maintained.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children have many opportunities to engage in a range of activities that they enjoy. They can make choices from table top activities which include construction or join in with adult-led sessions, such as making scarecrows. Although the 'Birth to three matters' framework is not used to plan outcomes for younger children they are making satisfactory progress in learning and clearly enjoy their time at the group.

Children communicate well because staff spend time talking to them and involving them in purposeful activities, such as playing musical instruments and singing songs. They also have many opportunities to foster their imagination and creativity in a range of craft activities such as play dough and water play which they enjoy.

Very warm relationships are in place between the staff and the children which means that children feel supported as they choose their own activities, for example, painting. They receive lots of praise when they complete these which makes them feel valued.

Nursery Education.

The quality of teaching and learning is satisfactory. Children are interested in the good range of activities provided which engage and promote their interest and ensures that they are making satisfactory progress in most areas of learning. Children work well together and know the importance of cooperation, for example, children work together to create a song as they play instruments. They are confident and skilled speakers and use words effectively to convey their experiences both real and imaginary in activities such as building sand castles.

Children are making satisfactory progress in mark making and do this with purpose. For example, in the home corner that was used as a food outlet. Children can also recognise their own first names and this has been suitably extended to include their last names. Children show skill in counting and opportunities are taken to build this into routine activities such as lining up. They can also complete basic addition and subtraction activities well. However, opportunities are missed to talk about shapes and the language associated with these. Children show good use of imagination in activities such as using the home corner and dressing up which allows them to explore a range of play experiences. Children's physical skills are well developed through the use of daily outdoor play using equipment such as hoops, balls, bean bags and a climbing frame. These activities can also be continued indoors so that children enjoy physical challenges

all year through. Children learn about life cycles and changes as they plant flowers and watch tadpoles turn into frogs.

Staff use a good range of questions and activities to promote children's thinking and this encourages the children to respond, for example, what is the scarecrow feeling, as they listen to a story. Staff clearly enjoy working with the children and a happy, relaxed atmosphere means children are confident to initiate their own activities, such as painting.

Planning is devised for long, medium and short term goals and covers all areas of learning. Short term planning clearly shows the learning intention of each activity and this is evaluated to ensure that children benefit from successful planning. Satisfactory observations are made about children's progress and targets are set to ensure children progress in all areas. Assessments are completed so that staff know what children have learnt and what they need to learn next. However, challenges are not extended in some areas of learning, such as creative development and mathematical development, to ensure that children make the most effective progress.

Helping children make a positive contribution

The provision is good.

Children are valued as individuals and staff work closely with parents to ensure children's needs are met well. A useful equal opportunity policy states that the children will be cared for in an environment free of prejudice and discrimination which will allow them to talk about differences. This ensures that all children develop a good sense of self-esteem and belonging. It also promotes children's spiritual, moral, social and cultural development. Children's awareness of other cultures is well promoted as they acknowledge a range of festivals, such as Hanukah and Diwali. Their awareness of the wider world is also well promoted as they enjoy trips to the post office and local school.

Children with learning disabilities receive an inclusive service at the group as resources are selected to ensure they can participate in all activities. For example, flash cards are used to enable children to make choices and express their needs. Individual education plans have been devised for children previously to ensure that their needs are met well.

Children are well behaved and behaviour such as sharing is effectively promoted in activities such as using the computer. In this activity children use egg timers to learn to regulate their time and work cooperatively with others. They are aware of the need for rules to ensure that activities are successful and happily help with tidying away which helps them to feel included in the routines of the group. A satisfactory policy is in place which details how staff will deal with unacceptable behaviour by developmentally appropriate strategies such as distracting children or removing them from activities. However, there is no procedure for dealing with bullying which means children may not be safeguarded consistently.

Staff are available to speak with parents daily and a key worker system is in operation so that children's individual needs are acknowledged. To ensure children settle as quickly as possible parents are encouraged to visit the group prior to admission so their child feels secure and develops a good sense of belonging. Parents receive a good range of written information about the setting which includes newsletters and a copy of the policies and procedures.

The quality of the partnership with parents and carers is good.

Parents expressed positive comments about the group and stated that they were always well informed about their child's progress in the Foundation Stage. Parents contribute to a baseline assessment of their child so that staff can build upon their existing skills and set appropriate challenges. They also have good opportunities to be involved in their child's learning as they help to set termly targets and can be involved in a rota to work at the group. Planning is displayed so that parents have a sound awareness of how their child's learning is progressing and a whiteboard display shows what children have learnt at the session.

Organisation

The organisation is satisfactory.

Children are cared for in a cheerful room which contains lots of displays of their work, they also have access to an enclosed outdoor play so that they benefit from daily physical exercise. Staff undergo a suitable verbal induction procedure so that the service is delivered consistently to children. All staff are cleared to work with children and recruitment procedures are robust which ensures that all relevant details are known and children's safety enhanced. The group also ensures that students are never left alone with children.

All staff at the group have a childcare qualification and training is on-going which means children benefit from staff who are interested in progressing. Courses attended have included first aid, food hygiene and behaviour management which enhance existing measures in place to protect children. Most legally required documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed. However, staff are not using the 'Birth to three matters' framework which means that some outcomes, such as being healthy and staying safe, are not promoted effectively.

The quality of leadership and management is satisfactory. The leader has a sound awareness of how to provide a quality service to children and parents that meet their individual needs. She has a suitable awareness of the strengths and weaknesses of the setting and how to address these to ensure a quality service. The delivery of the Foundation Stage is monitored appropriately to ensure that all children make satisfactory progress. The leader is committed to staff training and development to ensure that all staff have current knowledge. Regular appraisals and staff meetings also ensure that staff needs are identified and met so that the group provides a consistent service to children. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last nursery education inspection the provider agreed to develop the assessment of children's progress to set targets which are shared and agreed with parents to provide activities which build on children's interests and what they need to do next; develop plans which are clearly linked to the targets for individual children and which set appropriate learning intentions, which ensure that children are offered activities in all aspects of the stepping stones regularly and consistently to embed their learning and enable them to make progress, ensure that methods used to teach children are appropriate for their age and stage and allow them to experiment

and lead activities for themselves, ensure that this includes appropriate and sufficient challenge for older more able children, particularly in early reading, writing and technology skills, develop systems for evaluating and monitoring the educational provision offered to the children, so that staff have a clear idea of what they need to do next, develop ways to enable parents to share in and be involved in their child's progress and learning.

Planning, observations and target setting are now in place to ensure that children receive a balance across all areas of learning. They have many opportunities to initiate their own play and access to appropriate resources to support this. Parents also have the opportunity to be involved in children's learning by participating in a rota, helping to set targets and by commenting in a daily diary that records children's individual progress.

The provider also agreed to ensure that good hygiene practices are in place regarding hand washing and that a suitable range of resources is in place to meet the developmental needs of children from three to under five years. Two bowls of water are in place for children to wash their hands after messy play and before eating so that hygiene is maintained and new resources have been purchased to cover the developmental needs of all children.

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.

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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):

- ensure that written parental permission is requested, at the time of the placement, to the seeking of any necessary emergency medical advice or treatment
- ensure that a procedure is in place for outings
- ensure that child protection procedures comply with the Local Safeguarding Children's Board procedures and that staff are able to put these into practice
- ensure that the behaviour management policy contains procedures for dealing with bullying

- improve outcomes for children from birth to three, in being healthy and staying safe, by using an approach in line with the 'Birth to three matters' framework

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 staff provide children with opportunities to work with shapes and become familiar with mathematical language
- ensure children have the opportunity to complete their own pieces of work in the area of creative development.

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