



# Hillside & Rokeby Community Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	200622
<b>Inspection date</b>	31 October 2006
<b>Inspector</b>	Jan Burnet
<b>Setting Address</b>	The Community Building, Anderson Avenue, Rugby, Warwickshire, CV22 5PE
<b>Telephone number</b>	01788 522484
<b>E-mail</b>	
<b>Registered person</b>	Hillside & Rokeby Community Playgroup
<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 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?

Hillside and Rokeby Community Association Playgroup opened in 1980 and operates from a portakabin situated in the grounds of Rokeby Infant School in Rugby. The group has its own secure garden area for outdoor play. Children attend from the local and surrounding areas. The group operates term-time only, currently on Tuesdays and Thursdays, 09:00 until 11:30. Morning sessions are increased to other weekdays during the year according to demand.

A maximum of 20 children aged from two years to under five years may attend the playgroup at any one time. There are currently 12 children on roll aged two and three years. During the autumn term none of the three-year-olds are funded for nursery education.

A team of three staff, including the leader, work with children and two hold early years qualifications. The group holds Pre-School Learning Alliance membership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are developing a good awareness of personal hygiene and staff routines protect children's health well. Children use liquid soap for hand washing and pictures showing how to wash hands thoroughly are displayed. The risk of cross-infection is minimised because parents are aware that their child should not attend if he or she has a contagious illness. Children's best interests are served in case of an accident because two staff members hold in-date first aid certificates and the first aid box is very well stocked. The risk to children from unsafe food is minimal because staff provide only drinks, fruit, carrots and bread sticks for mid-morning snacks.

Children's emotional well-being is given a high priority and staff offer good support and encouragement. Children are developing physical skills and confidence when regularly using a climbing frame, slide, equipment for balancing, sit and ride toys for steering and pedalling and when taking part in catching and throwing games. They learn about the benefits of healthy eating and during outdoor play activities children are asked to check their heart to identify the change caused by exercise.

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

The provision is satisfactory.

Children play in healthy, satisfactorily safe and welcoming premises. Toys and play equipment are safe, clean and in a good condition and risks of accidental injury to children are minimised because staff are vigilant and use risk assessments to reduce potential hazards. Children and staff are aware of the evacuation procedure as it is regularly practised. Children learn how to keep themselves safe, for example, safe use of equipment, the danger of running inside the playroom and holding on to a rope to stay together when practising the fire drill or visiting the school.

Children are unable to leave the premises unsupervised and they are at no risk from unwanted visitors. Staff have a basic knowledge of the signs of abuse and refresher training on child protection has been booked. However, potentially children's welfare is compromised because there is no designated member of staff responsible for liaison with child protection agencies, staff are not sure if the child protection procedure complies with those of the Local Safeguarding Children Board and procedures are not shared with parents.

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

The provision is good.

The developmental needs of the two and three-year-old children currently attending are well met by staff who have a sound knowledge of the 'Birth to three' framework. They use their knowledge to plan and provide a good range of stimulating activities that challenge children effectively. A good staff to child ratio means that staff are able to offer individual time and

attention. They promote thinking and language development and support children well, helping them to feel settled and secure.

Children are happy and sociable. They generally play alongside others and are content to play with adult support or alone with different activities set out by staff. Children are learning to count and compare groups, for example, they count the number of children present each day, count the number of girls and the number of boys and they are then encouraged by staff to recognise if there are more girls or boys. Children are learning shapes and colours and each week they bring in items for the colour table. They talk about size and weigh ingredients when baking. Manipulative skills are developing with use of pencils, dough, threading and small construction toys. Children develop their imagination with use of role play resources including dressing-up clothes, small world and movement to music activities. They confidently use programmable toys including a microwave, washing machine, telephone and camera. They are learning to recognise their name because a system of self-registration operates with children selecting their name and picture card on arrival. They learn that print carries meaning, for example, their attention is drawn to a displayed 'time line' showing the routine of the session in words and pictures; 'hello', 'choosing', 'tidy up time', 'snack', 'circle time', 'story time', 'outside' and 'goodbye'. Children construct with a range of materials and use tools effectively, for example, cutters, rollers and plastic knives when playing with dough.

#### Nursery Education.

The quality of teaching and learning is satisfactory. There are currently no funded three or four-year-old children on roll. However, staff demonstrate a sound knowledge of the Curriculum for the foundation stage and how to plan to meet children's needs. They have provided evidence through discussion and documentation on how they plan activities and provide resources to promote children's learning. They are clear on how they could use the current resources for older children when they attend. The layout of the playroom is satisfactory for children to access their own play and learning opportunities. Planning shows good opportunities for children to explore and investigate, for example, planting and growing, developing their senses and learning about the life cycle of a frog and a butterfly. Children have daily access to pens, pencils and scissors in a graphics area and also use writing as part of role play, for example writing letters and addressing envelopes in the 'post office'. They learn to listen to others and speak in turn, develop an awareness of rhythm and rhyme and act out familiar stories, for example 'The three bears'. Staff encourage children to develop the link between sound and letter, initially by recognising the sounds within their own name. They point out numerals to children and then encourage them to recognise numerals to three, to five and then to nine. Children develop an awareness of healthy eating, personal hygiene and the effects of exercise. They have regular access to large equipment for physical development that challenges them effectively and in the summer term, with parent support, are able to use the outdoor swimming pool in the infant school. Children also enjoy walks around the school but do not leave the school grounds and so do not explore the local environment.

Children's progress is recorded by staff. They record observations and use them when completing child assessment forms. Activities are evaluated and the next steps for some children are identified. However, staff do not generally use assessment to inform planning for each child.

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

The provision is satisfactory.

Children are welcomed and their individual needs are known and appropriately met by staff. Their spiritual, moral, social and cultural development is fostered. Children are learning to appreciate and value each others' similarities and differences and staff practice ensures that all children are included and beliefs and cultural needs are respected. Children are developing an awareness of diversity because they are able to choose books and toys that reflect positive images of culture and disability. Currently there are no children with special needs or children who speak English as an additional language attending the setting but staff have past experience and ensure that they work with parents and other professionals to meet each child's needs.

Young children behave well. They are learning to share and take turns and staff practice reflects the behaviour policy which includes endorsing desirable behaviour, taking account of each child's stage of development, providing a positive role model and consistently applying the 'Golden Rules'. These are printed on cards with words and pictures and include 'we are kind', 'we share toys', 'we listen to each other', 'we walk inside' and 'we use quiet voices'. Children respond positively to staff who ensure that behaviour is managed with the use of praise and explanation.

The partnership with parents and carers is satisfactory. Consistency of care for children is addressed with adequate written and verbal communication. Admission forms contain required details and information is shared verbally with parents on a daily basis. The 'Birth to three' framework is displayed and assessment records are sent home for parents at the end of the year. However, opportunities for parents to be partners in their child's learning are limited because they are not asked to complete an entry profile, they are not provided with information on the Curriculum guidance for the Foundation Stage and activity planning is not displayed. They are not asked for information on their child's development to feed into assessment records. Parents are invited to read a policy file but staff cannot be sure that all parents have done so. This file contains the complaints procedure but potentially the care of children is compromised because staff are unaware of revised regulations concerning complaints, which include notification of the outcome of a complaint for parents and their right to see the complaint record on request.

## **Organisation**

The organisation is satisfactory.

Children are cared for in a clean and welcoming environment and space is organised to enable them to experience a range of play activities. The provider ensures that children's care is satisfactorily promoted by qualified and experienced staff. Children benefit from a good staff to child ratio.

Leadership and management is satisfactory. The playgroup leader is part of the childcare team and staff work well together to ensure children's needs are met. Two staff members are qualified and children benefit from their commitment to improving their knowledge and skills. All staff are clear of their roles and responsibilities and they demonstrate a sound knowledge of the 'Birth to three' framework and the Curriculum guidance for the Foundation Stage. The routine

of each session is well-balanced and resources satisfactorily meet the needs of children aged two and three years. Key issues raised at the last inspection have been addressed well and commitment to improvement is demonstrated with seeking advice from local authority representatives, including an advisory teacher.

Children's welfare and care are appropriately supported with staff implementation of the setting's policies and procedures. All required policy statements are included in a file that parents are invited to read. Legally required documentation is in place and is kept up-to-date and in satisfactory order. Overall, children's needs are met.

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

At the time of the last inspection the provider was asked to ensure that every child is allocated a key worker, ensure that the operational plan is available to parents and ensure that behaviour management strategies are appropriate and consistently applied. Children's needs are met by staff as these actions have been addressed.

The provider was asked to ensure that risk assessments are monitored and reviewed regularly and review the child protection statement and include the procedure to be followed in the event of an allegation being made against a member of staff. Children are safe because these recommendations have been satisfactorily addressed. The provider was asked to ensure that there is a stimulating range and balance of activities which help children make progress in all areas of their development and to ensure children's assessment records are shared with parents. Children benefit from a good range of activities and assessment records are shared with parents, but opportunities to play an active part in their child's learning are limited because records are shared at the end of the year.

At the time of the last education inspection three key issues were raised. The provider was asked to

improve the organisation of space, time and resources and provide opportunities for children to use their imagination in role play, movement to music and art. These key issues have been addressed well by staff. Children are able to identify and choose different play activities set out in different parts of their playroom and they experience a range of imaginative play activities. The provider was asked improve planning and assessment. Planning for the 'Birth to three matters' framework and Curriculum for the Foundation Stage is good as staff record observations and draw up assessment records. However, they are still developing systems to ensure that records are used to inform planning for individual 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.

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):

- ensure that a designated member of staff is responsible for liaison with local child protection agencies and with Ofsted in any child protection situation and make sure that child protection procedures are shared with parents
- ensure awareness of revised regulations with regard to recording complaints.

#### 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):

- develop effective systems to ensure that observation and assessment and information from parents informs planning for all children
- provide opportunities for children to notice differences between features in the local environment.

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