



Grangehurst Playgroup

Inspection report for early years provision

Unique Reference Number	223757
Inspection date	18 October 2006
Inspector	Lynn Morris
Setting Address	Grangehurst Primary School, Anderton Road, Coventry, West Midlands, CV6 6JN
Telephone number	02476362813
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Registered person	Grangehurst 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?

Grangehurst Playgroup opened in 1991 and operates from a dedicated classroom at Grangehurst primary school Coventry, West Midlands. It is situated in the north of the city. A maximum of 26 children may attend the playgroup at any one time. The group is open from 09:00 to 11:30 and 13:00 to 15:30, Monday to Friday term time only. All children share access to a secure outside play area.

There are currently 44 children aged from three years to four years on roll. Of these, 43 receive funding for early education. Children come from the local community. The group supports a number of children who speak English as an additional language.

The group employs five members of staff. All five hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health within the setting is supported well and children learn about good hygiene practices when washing their hands. They use liquid soap and talk about why they wash their hands and they are reminded by adults consistently. Most children know they must wash their hands before and after snacks, after using the toilet and when they have been playing outside in the garden. They see staff thoroughly cleaning the tables before and after their snacks and drinks. Their well-being is supported as staff have first aid training and there are well stocked first aid boxes available and systems to record accidents and giving medication. Children's

allergies are known and staff ensure that all adults can clearly see which foods certain children cannot have.

Children's independence skills are encouraged by the introduction of a self-service snack time. They learn to choose when to have their snack and they select from a range of fruit and drinks. They eat in a small social group supervised well by staff. They have a range of healthy snacks and drinks, often linked to their current theme or festival celebration and they are able to help themselves to a drink of water at any time during the session.

Children benefit from access to an excellent range of daily physical play in the large garden at the setting. They use a cargo net, a swing bridge, a graduated style, various pieces of climbing equipment and a variety of equipment to balance and co-ordinate. They learn to negotiate a one-way system when using wheeled toys and they have small hills and slopes with different gradients to encourage pedalling, pushing and pulling. They develop fine motor skills by using sand toys in a large sit in sand box and they use clip boards, paper and pencils to record what they can see outside. They have daily access to the school hall where they play games, develop spatial awareness and have access to the physical education equipment. They have music and dancing sessions regularly using the school music room and instruments.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure building. Their safety takes priority and good security measures when children are arriving and leaving the premises ensure that children cannot leave the premises unnoticed. Their safety is enhanced by very good staff to child ratios, which mean that children are well supervised both outside in the garden and when playing indoors. Safety gates ensure that children cannot leave the room unnoticed.

Children play in areas where safety issues are continually risk assessed and addressed. For example, areas where children play are checked daily and recordings made in the register to demonstrate that the areas are safe. Children learn how to keep themselves safe. For example, they have talks about 'stranger danger' and visits from the local police and road safety officer and they use props in the garden to learn how to cross a road safely. Their safety is enhanced by practising regular emergency evacuation procedures for both morning and afternoon children.

Children are protected from risk of harm or abuse by staff's sound knowledge of local procedures to safeguard children. Staff training reduces the risks to children's well-being and up to date policies are in place.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are happy, very confident and enthusiastic in the warm and welcoming environment created by staff. They are independent and confidently self-select where they want to play and choose toys and activities from an excellent range of resources. They thrive and develop well because staff provide exceptionally well balanced routines throughout the session, which helps them feel secure. They settle quickly into the group and separate confidently and with ease from their carers.

Children make very secure relationships with familiar adults and each other. They confidently initiate conversations, make up their own games and invite other children to join in their play. They are supported to try daily new activities and have a very wide range of interesting experiences during a typical week. They have strong links with the school reception class and attend regular school assemblies. They join in annual school science days, where they take part in interactive discovery sessions. Their curriculum plans for daily physical sessions both indoors and outside in the garden and they have numerous opportunities to explore music.

Nursery Education

The quality of teaching and learning is outstanding. Children make excellent progress in all six areas of learning. Staff have a very secure knowledge of the Foundation Stage of learning and plan a strong and effective curriculum to progress children along the stepping stones towards the early learning goals. Observations and assessments for children are used effectively and enable staff to plan for individual learning for all children.

Children confidently engage in an exceptional range of planned and spontaneous activities. They make good relationships easily and demonstrate very good independence skills. For example, they enjoy their self-service snack time, which develops their all round independence as they learn to wait, share, choose, pour drinks and carry their plates. Children involve themselves in discussions with their friends and can initiate and develop play activities. They use a very wide vocabulary base to communicate, which is skilfully extended by staff asking open-ended questions to make children think and develop their recall processes during all activities. Children have many opportunities to see written words and to recognise their names. They talk meaningfully about letters and words when looking at books and are encouraged to understand how books should be handled. They count spontaneously and they use numbers and practise counting during every day situations and play. They competently use an excellent range of interactive equipment and computers. They can negotiate their way around the interactive white board and demonstrate very good skills using the mouse and when changing computer programmes.

Children learn about the outside world and their community in a very positive way. They can see an excellent display of pictures and posters in their environment many of which are in dual

languages and they take part in a very wide range of activities to help them understand cultural differences. Children are enthusiastic when trying activities for themselves. For example they select from a very good range of graphics materials to create pictures and they have a wide range of creative experiences to take part in at every session. Staff facilitate changing needs well, for example when children found a spider's web they spontaneously changed the activity to develop the children's interest and extend their learning. Children were motivated and excited.

Children's creativity is developed well. They use their imagination and make up their own games, especially in the well resourced outside play area. They make excellent use of a wide range of play materials in the garden to develop their physical skills. They learn to negotiate hills and they are very skilled at balancing, climbing and using wheeled toys to steer round obstacles. They select clip boards and pencils to record what they can see when playing outside. They have numerous opportunities to paint, draw and create pictures. Staff organise an exceptional balance of staff-led, staff-supported and child-initiated play and ensure that all children are appropriately challenged and learn at their own pace.

Helping children make a positive contribution

The provision is good.

Children are treated with respect and their individual needs are taken into account. Their spiritual, moral, social and cultural development is fostered. They access a very good range of resources, books and toys, which support their needs and promote cultural differences. Children take part in a wide range of festival celebrations. They can see pictures and posters, which raises their awareness of diversity and as a result children learn to appreciate and value each others' similarities and differences. For example, during Diwali celebrations they can see displays of candles, shoes, artefacts, costumes and clothing and an area has been set up using Asian fabrics and materials and children use it to dance and have music. Children develop a good awareness of disabilities and special needs. They integrate fully during weekly sessions shared with children who have learning disabilities.

Children learn about good behaviour. They know what is expected from them because they talk about the rules for good behaviour in their key worker groups and the staff have effective procedures for getting children's attention. For example, when they want children to stop and listen they shake a tambourine. Children learn to negotiate during minor arguments. They are supported well by staff to resolve differences as they help children understand and negotiate an end to the dispute for themselves. For example, with a little support from staff during a dispute over dolls children came to their own conclusion that there were two dolls and they could have one each. Children need very little support from staff to behave well, they are praised appropriately, are well occupied during the session and respond positively to staff requests.

Partnership with parents and carers is good. Children's daily information is shared with parents informally at the end of the session. Informative notice boards keep parents up to date about current events and written information about the Foundation Stage of learning is available. Parents have regular opportunities to meet with their child's key worker and they can see written assessments and reports of their child's progress. They can be involved in their child's learning and are encouraged to complete tasks at home with their child linked to themes and

topics but there is no current system for parents to share information about their child's stage of learning when they commence. They receive information about the setting's policies and procedures and frequent newsletters and leaflets. However, there is no up to date documented procedure to respond to complaints from parents.

Organisation

The organisation is good.

Children are cared for in a clean, welcoming and stimulating environment, where space is organised to enable children to experience an exceptional range of play activities. They are cared for by staff who have appropriate qualifications and who demonstrate a high commitment to training to enhance their skill and knowledge base. Training plans evidence that children benefit as a direct result of training courses attended.

Children's care is enhanced by staff's good organisational skills. Attention to health, safety and for example good staffing ratios keep children safe and secure at the setting. Most documentation is kept to a good standard. However, staff registers do not clearly show times of arrival and departure of the staff team. Children's welfare, care and learning takes priority and is supported well by staff's implementation of the setting's policies and procedures. Overall children's needs are met.

Leadership and management of the setting are good. Staff work as a cohesive team and the key worker system works well to support children and parents. Planning and team discussions demonstrate how staff work effectively through the stepping stones to monitor and evaluate the quality of the education programme. Staff develop strong links with school and other agencies. They welcome support and input from a variety of sources and are able to recognise their strengths and weaknesses. Regular reviews and changes to practice develop the service provided for children.

Improvements since the last inspection

At the last inspection the provider was asked to develop a policy for lost children. This policy is now in place.

Complaints since the last inspection

Since 1 April 2004 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 times of arrival and departure are shown in the staff register
- ensure that there is an up to date documented procedure to respond to complaints from parents.

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 a system for parents to share information about their child's stage of learning when they commence at the setting.

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