



Memorial Hall Playgroup

Inspection report for early years provision

Unique Reference Number	226443
Inspection date	14 December 2006
Inspector	Tracey Marie Boland
Setting Address	Stamford Street, Glenfield, Leicester, Leicestershire, LE3 8DL
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Registered person	Karen Jan Fenton
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?

The Memorial Hall Nursery School first opened in 1982. It operates sessional care from the Glenfield Memorial Hall which is located close to the centre of the village of Glenfield.

There are currently 44 children on the register; 18 are funded three year olds and five are funded four-year-olds. Children attend various sessions. The setting supports children with learning disabilities and difficulties and children who speak English as an additional language.

The group opens during school term-time, Monday to Friday from 09:00 to 11:55 and on a Tuesday and Thursday from 13:00 to 15:25.

The manager works full time and there are six part time staff who work with the children. Half of the staff hold an early years qualification to NVQ level 2.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a bright, welcoming environment. They learn appropriate hygiene routines and personal care through the consistent reinforcement from staff and the daily routines in place within the setting. Nappy changing procedures are in place although not currently needed.

Children are well cared for at times of minor accidents as most staff hold valid first aid certificates. A stocked first aid box is easily accessible. Health records are completed and shared with parents however, although emergency consent forms are in place they have not yet been completed by parents therefore, children's welfare is potentially compromised at times of minor accidents. Specific medical needs are recorded and known by staff. Parents benefit from a clearly written policy regarding exclusion at times of illness and staff would take steps to ensure the comfort of a child if they became unwell, until their parent was able to collect them.

Children enjoy snacks of a biscuit and some fresh fruit. Drinks are provided and children have a choice of milk or water, however, children are not able to develop their independence skills through pouring their own drinks at snack time as drinks are given to them by staff. Individual dietary preferences are known and respected. Children benefit from daily physical activities and have opportunities to climb, jump and use the climbing equipment. The use of bikes, wheeled toys and cars are incorporated into the planning also.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a safe and secure environment. Staff have identified potential risks and taken appropriate steps to minimise these, for example socket covers, stair gate to ensure no access to the kitchen by the children and socket covers for all unused plug sockets. Although risk assessments are in place, following recent training in this area staff are to develop these to include more detail. Security has been addressed well and staff are vigilant in their approach. Children are unable to leave the setting unaccompanied and are only given into the care of a known adult by staff.

Toys and equipment are clean and well maintained. Children are reminded not to run around, asked to sit down when eating and no jumping off the climbing equipment unless supported by staff. Children learn about fire safety and a clearly written fire evacuation policy is displayed. The fire drill is practised and recorded.

Children's welfare is protected from the risk of harm or abuse by a clearly written child protection policy and the staffs understanding of local child protection procedures for safeguarding children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy a range of interesting activities and play opportunities which are age-appropriate and encourage their learning. These include puzzles, books, art and craft activities, construction activities and playing with small world figures. They are cared for as individuals and staff are responsive to their individual needs and stages of learning. Interaction is good between the staff, children and their peers. Some children have clearly chosen their friends and play well together.

NURSERY EDUCATION.

Teaching and learning is satisfactory. Staff have an understanding of the Foundation Stage of learning and use the stepping stones which enable children to progress. Training is accessed by most of the staff team to enhance development and skills, which they see as an important part of their role. Planning is completed by the staff team. However, although this identifies resources, the use of language and questions to ask these are the same each week for each activity. Therefore, the planning does not effectively identify how children's language and thinking can be extended or encourage the use of spontaneous situations to extend and promote the learning of all children.

Children enter the group well and settle into the activities. Clear relationships have been formed with the staff and some with their peers and they seek help and reassurance with activities where needed. Children are well behaved and staff reinforce rules that are in place within the setting such as taking turns and to share the toys and resources, they also understand the needs with regard to safety for example not to jump off the climbing equipment unless a member of staff is present in case they injure themselves. Children are involved in celebrating festivals and have the opportunity to try foods from different cultures. They are encouraged to share their own experiences. Positive images of culture, race, gender and disability are present in the toys, resources and images displayed within the room.

Most children confidently recognise their names and seek out their own name cards when they enter the setting. Children independently select from a range of books and enjoy looking at them quietly on their own or during a more formal story time with an adult. They understand that print carries meaning and join in with familiar text. Some older children form letters in sequence when writing their names. They regularly link sounds to letters, for example, identifying the first letter of their name or when talking about the days of the week. Children recall past events in their own lives and when within their family spontaneously and when talking with staff. They show enjoyment with favourite songs and join in action rhymes appropriately.

Older children are able to count in sequence and one child counted to 18, some more able children can recognise several numerals when completing the advent calendar. They weigh and measure ingredients when cooking and look at growth and size when planting bulbs and incorporate awareness of their own health by talking about the things needed to be healthy and be able to grow such as light, food and water. Children recognise simple shapes and can match them. They use language such as bigger and smaller and make 3D shapes. Children confidently complete jigsaws and matching pictures and shapes.

They use their preferred hand listening and follow the instructions carefully. They construct using a variety of materials to get the desired effect i.e. tools and cutters as well as glue and scissors. Children recall past events such as birthdays and holidays. They learn about other peoples cultures and beliefs through celebrations that take place and discuss differences and similarities.

Children respond to music and join in with familiar songs and rhymes. They enjoy singing and playing the instruments however, this is very limited and does not enable the children to express or explore sound and music sufficiently. They enjoy climbing and moving in different ways when on the climbing equipment. They are learning about space and very few bumps take place with their peers when moving around. Older children jump off the climbing apparatus without support landing safely on two feet, younger less confident children seek the support of staff. Children have an awareness of personal hygiene and confidently wash their hands when they need to. They understand that germs are present on their hands and washing takes them away. Independence is encouraged at times during the session but this is very limited as staff pour their drinks out for them at snack time and distribute them to the children. They use a variety of tools and equipment and roll, pat and mould dough. More able children have clear control when using scissors. They cut with direction around a favourite picture or desired material. Children enjoy role play and engage in play relating to known experiences for example visiting the hospital and the doctors. They write prescriptions out for the patients and examine them using the correct equipment from the doctors set.

Helping children make a positive contribution

The provision is satisfactory.

Staff have an awareness of the children's individual needs and preferences, likes and dislikes. Children are involved in the celebration of some festivals during the year and access a variety of resources that reflect positive images of race, culture, gender and disability. Children's spiritual, moral, social and cultural development is fostered. Children's individual needs are discussed with parents and any special requirements or information is discussed and recorded. Needs of children are recognised and met sensitively and staff have experience of caring for children with specific needs.

Partnership with parents and carers is satisfactory. Clear communication ensures that staff are informed of the children's routines to enable them to meet the children's needs. Written policies inform parents about the provision, which is shared with them when they initially visit the setting however, these are not always available so parents are not fully aware of the provision or care provided. A complaints policy is in place however, it does not inform parents of the new procedures introduced in October 2005 with regard to making a complaint. A gradual settling in period encourages the children's feeling of security and belonging. Parents receive information through newsletters and notices informing them of forthcoming events and staff are available to share information about their child's progress.

Children are well-behaved as staff use clear, consistent strategies which encourage this. They respond well to requests made of them and staff are calm in their approach, taking into account the children's levels of understanding and development. Children respond well to praise and encouragement which is given for their good behaviour and achievements.

Organisation

The organisation is satisfactory.

Children are cared for in a clean, welcoming and spacious environment. A range of resources and toys are provided which are interesting and encourages their involvement in play. Most staff hold a recognised qualification and access ongoing training to enhance and develop their skills. Clear recruitment and selection procedures are in place and appraisals take place annually.

At the start of the inspection not all policies and procedures were in place. As the inspection occurred over two days they were available by the end. However, these should be available to parents at all times to ensure they are fully informed of the care provided. Documentation held within the boundaries of confidentiality and held securely. Staff to child ratios are maintained and the children's safety and welfare is addressed at all times.

Leadership and management of the setting is satisfactory. The manager has an understanding of the Foundation Stage of learning and supports and encourages the staff team in their understanding through meetings and ongoing training and development. She is supportive and values the staff's skills in delivering a suitable, age appropriate provision for the children.

Overall children's needs are met.

Improvements since the last inspection

At the last inspection the setting was asked to conduct a risk assessment on the premises identifying actions to be taken to minimize identified risks and to ensure Health and Safety regulations are met. Risk assessments have been completed albeit the content is very limited. Staff have recently accessed training to develop their knowledge with regard to completing more comprehensive assessments.

They were also asked to devise a system for planning and implementing a suitable range of activities for children, which is appropriate for their stage of development and based on their individual needs. Planning takes place by the staff team and children's ages and abilities are considered at this time. Children are involved, interested and settled within the setting.

They were asked to devise an induction training program for new staff. An induction procedure is now in place which includes looking at all areas of the provision and policies and procedures. This takes place within the first two weeks of a new member of staff commencing work within the facility.

Staff were asked to ensure attendance records show times of children's arrival and departure. Clearly maintained records are completed now which details the children's times of arrival and departure.

Staff were asked to ensure suitable and safe hand washing facilities are provided for children. Children access fresh, clean water for hand washing and are provided with liquid soap also and paper towels to avoid the spread of infection. staff supervise them accordingly.

Staff were asked to ensure that children have access to an appropriate range of activities and resources that promote equal opportunities and anti-discriminatory practice. A variety of resources are provided for the children which reflects positive images of the wider world and diversity. The celebration of festivals takes place during the year and children are involved in discussions about similarities and differences.

The setting was asked to develop and implement an action plan that sets out how supervisors will achieve level 3 qualifications. The provision have sought information to confirm that the qualifications obtained by the manager and her deputy meets the requirements with regard to early years qualifications.

They were asked to devise policies and procedures for uncollected children. At the start of the inspection this policy was not available however, by the time the inspection was completed the policy had been developed and was available.

Finally, the setting was asked to obtain written permission from parents to seek emergency treatment or advice and before administering medication to children and keep a written record, signed by parents, of medicines given to children. Although this was raised at the last inspection it had not been implemented at the start of this inspection. However, at the end of the inspection the forms were available but are still to be completed by parents. Therefore, a recommendation has been made for all policies and procedures to be available at all times and for this information to be obtained from parents.

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 all medical consent forms are in place and up to date for all children

- ensure that all policies and procedures are available at all times
- develop the complaints policy to include the up to date procedures for dealing with complaints in place since October 2005.

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 the use of music and movement within the setting
- develop and encourage children's independence especially with regard to snack time
- develop the use of planning to identify individuals future learning and encourage the use of spontaneous situations to compound and reinforce children's learning.

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