

Leen Mills Pre School Playgroup

Inspection report for early years provision

Unique Reference Number	253045
Inspection date	18 July 2007
Inspector	Lynn Dent
Setting Address	The Old Church, Carlingford Road, Hucknall, Nottinghamshire, NG15 7AE
Telephone number	0115 9642725
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Registered person	Leen Mills Pre School Playgroup
Type of inspection	Integrated
Type of care	Full day care, Sessional care, Out of School 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?

Leen Mills Pre-School Playgroup is committee run. It opened in 1986 and moved to the current premises in 1998. The playgroup operates from four rooms in a converted church. It is situated in Hucknall in Nottinghamshire. A maximum of 50 children may attend the playgroup at any one time. The playgroup is open each weekday from 8.00 to 16.30 for 50 weeks of the year. All children share access to a secure outdoor play area.

There are currently 61 children from 2 to under 5 years on roll. Of these, 42 children receive funding for nursery education. Children come from the local area. The playgroup employs eight staff. Of these, six hold appropriate early years qualifications and two are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well. Staff understand their roles and responsibilities, adhering to the health and safety policies and procedures. There are good systems in place to prevent the spread of infection. For example, parents of children who are ill are advised to keep them at home. Children from an early age are learning the importance of personal hygiene.

Consequently, they maintain this throughout the day. Children are effectively cared for should they become ill. During the inspection a child complains of feeling ill. Staff encourage her to lie on cushions and have a quiet time. They monitor her and contact the parents to collect her. Records show that children receive appropriate care when they have an accident. If a child bangs their head, parents receive a clear report. This shows which area of the head was bumped and signs to look for that may indicate further injury. For example, vomiting, sleepiness or convulsions. The setting does not generally administer medication. However, for children with chronic illness, for example Asthma, good procedures are in place to enable the children to access their inhalers. Clear records are kept of this and shared with parents. Consequently, all parties are kept informed. This shows that staff are knowledgeable and confident in dealing with accidents, the care of an ill child and how to administer medication.

Children enjoy their food and eat well. They receive healthy and nutritious snacks and can explain which foods are good for them. Children that attend the setting all day eat a packed lunch provided by their parents. The staff work closely with parents and offer advice about healthy options. Consequently, children's lunches include healthy foods. Children know their lunch must be placed in a fridge to keep it cool. They do this on arrival with assistance from their parents. Dietary needs are met as this information is detailed on children's records. Meal times are used to promote social skills as children and staff have conversations and develop their relationships. Children's independence is developed because they can all access water from a dispenser. Older children take on the role of drinks monitor at snack times. Consequently, they develop conversational skills as they ask the children what they would like to drink and pour this for them. Children have a very clear understanding of how to maintain good health. They know that they need food and water, exercise and sunshine to help them grow. Staff effectively support children's awareness of healthy living by using a range of activities, planned topics and role play experiences. This is shown as children involve the inspector in role play by making her a cheese and ham sandwich. They explain that the fillings are good foods that help them to grow and use this situation to relate to their own experience as they explain their preferred fillings.

Physical and outdoor play is planned into every child's day. Consequently, good use is made of the indoors and outdoor environment to promote children's physical development. Children benefit from the range of activities and apparatus available to them. Their large motor skills are good. They confidently climb on and crawl through apparatus. They skilfully move in a variety of ways and directions, using the space well to move carefully around their friends. Children cooperate when playing parachute games. Older children enjoy moving to music. They use small pieces of fabric to express their creative flow and change this according to the music they can hear. Children have a good understanding of what happens when they exercise. They recognise that they become hot and thirsty and can explain they need to rest and drink water to recover. Indoors children show their hand eye coordination is well-developed as they accurately pour sand into containers, toss dice during games and complete jigsaws.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a setting where staff clearly understand safety issues. The health and safety policy is detailed. Comprehensive risk assessments are carried out on the premises, toys and resources. Regular checks are made on fire, emergency lighting and alarm systems. Consequently, the environment is safe for children to use. The premises have been adapted to accommodate children with physical disabilities. For example, ramps and toilets for the disabled ensure easy access. Staff have taken action to ensure that the potential risk to children from stumbling off the side of the ramp has been minimised. Storage units are placed along the side. Consequently, children can access the room safely and do not play in this area. Children use good quality equipment and play materials and there are sound systems in place to check that they remain safe for them to use. The staff supplement the resources by providing natural materials for crafts and making games for specific purposes. For example, they make lotto style games to help children learn about shapes and colours.

Children are protected because the setting is secure and identification is checked for all visitors. During the inspection the emergency lighting and fire alarms are checked. During this time, children do not use the toilets if the visitors are working in this area. However, if children do need to use the toilet, they are escorted by the staff to ensure their welfare is protected from unknown adults. The environment is welcoming to children and parents, because it is warm, bright and clean. The playrooms are attractive due to displays of children's artwork, signs, posters and information. Consequently, the environment is visually stimulating. Children feel their art is valued as it is displayed as it is, without changes made by staff. Consequently, children can take pride in their own creativity. Children follow rules that keep them safe. They know they must sit at a table when using scissors and understand what the fire alarm means. Children are safeguarded from abuse because staff have a thorough knowledge of the indicators of this. Consequently, clear records are kept of injuries that children arrive at the setting with. Staff are acutely aware of their personal responsibility and are confident to report these type of concerns in accordance with the Local Safeguarding Children Board.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy at the setting. Consequently, they willingly enter the setting and quickly settle to the activities provided. They chat with their friends and approach staff who provide a warm welcome. On a rare occasion a child is upset to leave their parents. The staff quickly interact with them, encouraging them to say goodbye, allowing them to wave to their parents and distracting them with toys and activities. As a result they quickly calm down and begin to enjoy themselves. All children are having fun through play. They receive a good range of interesting and attractively presented activities that encourage them to be curious and interested in their play. For example, children are playing a game that helps them develop an understanding of shape and colours. They understand they get two points if the shape and colour are the same as the dice. They engage in this game for sustained periods of time to see who the winner is. Children utilise the freedom of decision making as they make choices about which what activities and toys they play with and when to eat their snack.

Children are making good progress in their care, learning and play. This is supported well because staff are knowledgeable of the 'Birth to three matters' framework. Although only a few children in this age group currently attend the setting. Staff adapt Foundation Stage planning and implement a good range of developmentally appropriate experiences. However,

this sound basis requires building on to ensure that children's development is fully enhanced. Staff complete regular assessments of children's development. Consequently, they know the children well and their achievements are identified. All children receive a very wide range of activities that allow them to build on what they know. For example, during movement to music, a child is waving fabric from left to right over her head. She tells staff that the materials is like a dolphin that jumps out of the water. Another child explains that the pink paint is like her bedroom at home. Children's show good imagination as they develop their role play. Staff are skilled at supporting children in focussed activities. However, they are very aware of what is happening around them. As a result children playing in the home corner receive interaction and questions which help them to develop their play further. All staff take the lead from the children. Consequently, they move around the rooms to play with the children at their chosen activities. Children benefit because they have access to a sensory room. They can observe the different patterns made by lights and listen to a range of music. Consequently, their sensory skills are enhanced.

Nursery Education

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage curriculum. As a result they are effective in using daily tasks and activities to extend children's learning further. Planning shows that children receive a broad and balanced curriculum. However, short term planning does not sufficiently show how activities for older children promote their learning. This is because they do not detail the stepping stones as learning intentions. Although in practice the planning system works well. Staff are skilled in utilising many aspects of an activity. For example, children playing dominoes count the dots and learn about matching the same number and pattern that the dots make. Consequently, children are focused and engaged in the activity. The effective use of observations means that assessment and monitoring of children's progress is robust. Their achievements and the next steps of learning are known. Therefore, good account is taken of their individual learning needs. Staff organise the routine of the day so that children experience time inside and outside. They have access to the very good range of resources and materials to support their learning. Staff promote a 'can do' ethos. Consequently, all children are confident to try new activities. Staff make good use of play experiences, planned activities and more formal assessment activities to ensure that all children can achieve using their preferred style of learning.

Children are making good progressing through the stepping stones in all areas of learning. More able children are making very good progress as the staff are competent in providing extension activities to meet their needs. For example, all children confidently link initial sounds to letters. For example, they know that starfish, swan and snake begin with S. whereas more able children can also identify the middle sounds of words. Children's attempts at writing are varied. Younger children use marks to represent meaning and make good attempts at writing their name. More able children are independently writing using recognisable letters. Children are achieving this because they write for a purpose. For example, they write shopping lists in the role play area. Children's mathematical development is good. They count accurately and recognise number in the environment. Children learn to solve problems during snack time as they decide how many children there are and how many cups they need. More able children can count on from a given number and subtract accurately using practical activities. For example, children can count how many items are left when one is removed. They understand the concepts of full and half full as they make decisions about how much they would like to drink. Children are competent in identifying a range of shapes and colours. Children's knowledge and understanding of the world is good. Staff use books to explain different cultures, for example Handra's Surprise. The children learn about the local environment as they go on walks, visit

churches and look at different buildings. They understand how things grow as they plant hyacinth bulbs and cress. Children are aware that living things need food to grow as they make bird feeders. Children are very creative because they can access an extensive range of material. For example, natural materials, such as, cones and wood, fabrics and a range of papers. They competently use scissors and sellotape to join things together. As children make patterns in play dough, they relate a wavy pattern to waves on the sea. All children particularly enjoy music and movement. They are creative about the ways they move and respond well to the beat of the music. All children show an interest in the experiences provided for them. This shows they are motivated and keen to learn. They are very well behaved and respect their peers and adults around them. Children can manage their personal hygiene routines easily. They are confident and form good relationships with their friends and the staff.

Helping children make a positive contribution

The provision is good.

The children's spiritual, moral, social and cultural development is fostered. Children have equal access to all activities as the staff are skilled in adapting these to meet their current stage of development. A clear policy takes good account of legislation, for example the 'Race relations Act' and the 'Special Educational Needs and Disability Act'. Consequently, all children are valued and included. The staff member responsible for special needs has a very clear understanding of how to promote the welfare of the children. The setting has developed their own helping hands file to record the progress that children with special needs make in a clear and concise way. This aids staff as they support children, enabling them to progress to their full potential. Parents have access to information regarding the local parent partnership groups. Therefore, they are able to gain further support and advice for themselves and their children.

Children are involved in lots of exciting activities to learn about differences in society. A teacher of French visits the setting and the staff provide theme days. On the day of inspection it was a day about France. Children explained the colours and design of the French flag and had these painted on their faces. They were welcomed with 'Bonjour' and responded appropriately. Children also benefit from learning simple sign language. Children feel valued as they are encouraged to make choices and decisions throughout the day. Children's lives are further enriched as they are surrounded by resources, displays and posters that promote other cultures. Children's behaviour is very good. They show a clear understanding of what is expected of them and respond well to adult direction. This is due to the positive role models displayed by the staff. All children have good self-esteem. They are praised and younger children receive stickers to show that their good behaviour and tidying up is valued. A display of a 'kind tree' helps older children to understand and successfully put into practice skills for later life. A hand print is attached to the tree with children's names and their actions. Examples of these are for helping friends and being kind. As a result all children play harmoniously together, sharing resources, take turns and learn to respect the needs of others.

The partnership with parents and carers is good. The staff ensure that parents are kept fully informed about their children's development and progress through the Foundation Stage of learning. This is because children's developmental records and discussions are regularly held. Parents are actively encouraged to share information about their children from the onset. As a result staff are aware of the children's current achievements and adapt their learning profile accordingly. The setting is currently developing open evenings to help meet the needs of working parents. This will ensure that those who wish to have more formal meetings can do so. Parents state they are kept informed of their child's progress and regularly see their developmental files. The staff provide ideas and resources for parents and children to do at

home. For example, they supply information about how to teach phonics, share early reading books, and provide resources to develop sign language. Consequently, parents are fully involved in their children's learning.

Parents of all children and staff work well together. As a result the children's individual needs are identified and met. Parents receive detailed written information about the setting, 'Birth to three matters' and the Foundation Stage at induction. Ongoing newsletters and information displayed within the setting ensure that parents are kept fully informed of what is happening. For example, planning for the 'Birth to three matters' framework and the 'Curriculum for the Foundation Stage' are displayed. The notice board for parents and entrance to the premises is stocked with a wide range of information for parents benefit. Parents report that they are very happy with the care and learning their children receive.

Organisation

The organisation is good.

Overall the children's needs are met. The setting successfully meets their aims. These are to provide learning opportunities in a safe, secure environment by providing fun-filled activities. All children receive good levels of interaction and support from the dedicated staff. Consequently, children feel settled and happily engage in the experiences provided for them. The staff team are consistent and clear about their designated responsibilities and work. This is due to the comprehensive induction procedures that are in place. Effective recruitment procedures are in place regarding the appointment of new staff and committee members. Consequently, children are cared for by qualified, experienced and suitable staff. All staff are encouraged to develop their professionalism through regular training. Staff feel involved and valued as the management delegates responsibilities to them. The organisation of the premises, resources and routines enable children to develop a sense of belonging and achievement. The 'Birth to three matters' framework is being used well to help promote the children in this age group. Children's care, welfare and development is promoted because records and procedures are reviewed and updated regularly. Consequently, these underpin the care of the children.

Leadership and management is good. The assessments of the activities provided to enable children to reach the early learning goals are completed regularly. The setting has recently started to formalise this procedure. As a result the whole 'Curriculum for the Foundation Stage' is monitored. This ensures that children receive a broad and balanced experience and make good progress in their learning. The management are aware of the strengths of the setting, for example, confident children who learn through play, and have formalised action plans to continually improve the service provided. All staff are able to explain the learning intentions and aims of activities. Staff have clear understanding of the Foundation Stage of learning and how children learn. As a result children have time to revisit their prior learning experiences and develop further skills through challenging activities. Consequently, all children achieve.

Improvements since the last inspection

At the last care inspection the registered person agreed to ensure there is a minimum of one toilet and one hand wash basin with hot and cold water available for every ten children over the age of two years. To ensure existing injuries which children arrive with are recorded. To ensure fresh drinking water is available to children at all times. The registered person has taken the appropriate action to meet the recommendations. The toilet facilities have been improved. Incident records are in place and children can independently access water from a dispenser. Therefore, children's care is enhanced.

At the last nursery education inspection the registered person agreed to extend opportunities for children to link sounds to letters of the alphabet. To provide more opportunities to extend children's learning in mathematics during snack times. The registered person has taken the appropriate action to meet the recommendations. Children have a wider range of activities that help them link sounds and letters and to learn mathematics during everyday routines. Therefore, children's learning in these areas are enhanced.

Complaints since the last inspection

Since the last inspection Ofsted received one complaint. A concern was raised with Ofsted regarding the suitability of a member of staff to work with children. These concerns were referred to outside agencies who took no further action. An Ofsted Team Manager conducted an announced visit on 21 June 2006 to investigate the concerns in relation to National Standard 13 Child Protection. An action was raised to provide an action plan that demonstrates how all adults working or looking after children in the provision are able to put the procedures into place with particular regard to what to do if an allegation of abuse is made against a member of staff. A further visit was conducted on 3 July 2006 to monitor the actions raised. All actions had been appropriately completed. The provider remains qualified for registration.

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 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):

- continue to build the use of 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):

- further develop weekly planning to show how activities for older children are used to promote their 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