



Ladybird Playgroup

Inspection report for early years provision

Unique Reference Number	511527
Inspection date	05 October 2006
Inspector	Lynn Morris
Setting Address	St Laurence Church Hall, 142 Old Church Road, Coventry, West Midlands, CV6 7ED
Telephone number	07712266178
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Registered person	Ladybird 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?

Ladybird Playgroup opened in 1998 and operates from a church hall in Coventry, West Midlands. It is situated in the North West of the city. A maximum of 26 children may attend the playgroup at any one time. The group is open from 09:15 to 11:45, five mornings per week and 12:45 to 15:15 on Monday, Wednesday and Thursday, term time only. All children share access to a securely enclosed outside play space.

There are currently 39 children aged from two years to four years on roll. Of these, 19 receive funding for early education. Children come mainly from the local community. The group supports a number of children with learning difficulties and also 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 and two staff are working towards a further qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health within the setting is supported very well and children benefit from good hygiene practices with regard to hand washing. They wash their hands after messy play, after using the toilet and before having snacks. They learn the importance of keeping their hands clean by using liquid soap dispensers and drying their hands on paper towels, which reduces the risk of cross-infection. They can see pictures of hand washing in the bathroom, which helps them understand the process. They see staff cleaning the tables after play and after their snacks. Their well-being is supported because several staff members are trained in first aid, accident and medication procedures are sound and properly stocked first aid boxes are available in the room.

Children learn about healthy eating. They have a self-service snack time where they choose from fruit and vegetables with a drink of milk during the session. They become independent as they learn to carry their plate and they are encouraged to try a wide range of fruit and vegetables. They sit in a small group and 'chat' to their friends. They use place mats with pictures of healthy food on them and most children talk confidently about the pictures and can say which food they like or dislike. A jug of water and cups are available on a tray throughout the session and children learn to pour themselves a drink.

Children use a very good range of physical equipment at the setting both indoors and outside, which helps to keep them healthy. They are learning ball control, using a bat and ball, balancing skills, using balls and bean bags, and they enjoy making a run from tubes and pipes and sending balls into a container. They have space to run around outside and they use larger pieces of equipment to build and construct towers. They have access to a good range of wheeled toys, which develops control. Children use the large climbing frame indoors. They learn to climb but also turn the frame into a den with the help of adults and other materials available. Children have numerous opportunities during a week to dance and take part in music and movement, march around using musical instruments or take part, for example in parachute games. They develop confidence, growing control and co-ordination.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in clean and healthy premises with a satisfactory range of equipment to meet their needs and keep them safe. They are supervised well and cannot leave the premises without an adult. Children are kept safe by the way staff are deployed in all areas used by them. For example, when parents are arriving and collecting children procedures are effective to keep children safe and ensure they cannot leave unnoticed.

Children play in areas where the majority of risks have been identified and addressed. For example, plug sockets are covered and children cannot access chemicals or cleaning materials. However, risks to children when using the climbing frame have not been fully assessed because there are insufficient mats placed under the climbing frame to protect children if they fall. Children learn how to keep themselves safe. They are reminded that it is dangerous to run around inside the building and they know they cannot play outside without an adult present.

Children's safety and well-being is considered by having written fire procedures displayed on the walls and children practise emergency evacuations every half-term. They are protected from risk of harm or abuse by the setting's child protection policies, and staff's sound knowledge of local child protection procedures for safeguarding children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, confident and enthusiastic in the welcoming environment created by staff. They become independent as they confidently choose where they want to play and select toys and activities from a good range of resources. They thrive and develop because staff provide well balanced routines throughout the session, which helps them feel secure. They settle quickly into the group and most separate confidently from their carers.

Children make secure relationships with familiar adults and are encouraged to make relationships with each other. They initiate conversations and make up their own games and play. They are supported to try new activities and have a wide range of interesting experiences indoors and outside in the garden during a typical week. Children visit places in the local community, for example, the church. They go for walks and have outings and visits, which enable them to get close to animals. For example, they visit the zoo and have visits from Zoo Lab, an interactive session where children touch insects and animals.

Nursery Education

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

Children confidently engage in a wide range of planned and spontaneous activities. They make relationships easily and demonstrate increasing independence skills. For example, most children can pour their own drinks and independently use the toilet. Younger and less able children are supported well by staff. Children use a large vocabulary base to communicate, which is skilfully extended by staff asking open-ended questions to make children think and develop their recall processes. Children see their names and are beginning to recognise letters and words through looking at books and seeing labels on the things they use in their environment. However, small group time is currently informal, and potentially misses opportunities for children to contribute or listen to group discussions and to reinforce intended learning in a peer group situation. Children use numbers during every day situations and play, but they do not practise basic

counting sufficiently. They learn about size, shape and most children can match by colour and they are beginning to recreate patterns.

Children learn about the outside world and their community. They take photographs by themselves of things that they see from the playgroup garden. Children show excitement and delight when they have made or built something, for example a tower of tubes and hoops or used the tents to make a jungle role play scene. They proudly fetch staff to show off their creation. Children use a wide range of information technology equipment. For example, they are developing skills using the computer and mouse. They confidently use a light box with different objects and a photocopier to reproduce pictures they have made. They have activities, which help them to explore and discover how things work. For example they use magnets, magnifying glasses, cameras and make telephones using pipes and tubing. Finding out about living things and growing plants is currently being developed.

Children's creativity is developed well. They use their imagination and make up their own games with a wide range of resources available. They develop role play situations using their own experiences and making up imaginary play. They have numerous opportunities to paint, draw, create pictures and make models. Staff organise and facilitate activities but also encourage children to be creative and use their own ideas, which ensures all children are appropriately challenged and learn at their own pace.

Helping children make a positive contribution

The provision is satisfactory.

Children are treated with respect and their individual needs are known and adequately supported by staff. However, language support for children who speak English as an additional language is minimal. Children attend from different backgrounds and a satisfactory range of resources, books and toys support their needs and promote positive images. Children can see displays of objects from around the world, they choose books, dolls, dressing up clothes and small world toys, which promote positive images of culture, gender and disabilities. This positive approach fosters children's spiritual, moral, social and cultural development. They celebrate a range of festivals, for example making pictures, listening to stories and tasting food during festival celebrations.

Children with learning disabilities are valued and supported appropriately. Staff work closely with other professionals, parents and the area special educational needs advisor to ensure that appropriate care is given. They benefit from individual planning to ensure that activities meet their needs.

Children are beginning to learn the rules of behaving well. Their understanding of behaving well is explained by staff when minor disputes take place. They discuss the 'golden rules' with an adult and then return quickly to play. They know, for example when staff want them to help tidy up and they receive praise and as a result respond positively to staff requests. They confidently move through the settings fixed routines, which helps them feel secure.

Partnership with parents and carers is satisfactory. Children's daily information is shared with parents at the end of the session. Parents have opportunities to meet with their child's key

worker at the beginning of the placement to complete an induction session. They receive information about the setting's policies and procedures and a newsletter every half-term. Information about the Foundation Stage of learning is basic and ongoing information is not readily available. They are consulted about their child's development and stage of learning and they have opportunities to become directly involved in their child's learning through the 'home pack' used by the group.

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 a wide range of play activities. They are cared for by qualified staff who demonstrate a high commitment to training to enhance their skills and knowledge base. Children benefit as a direct result of training courses attended and by the exceptional staff to child ratios at every session.

Children's care is enhanced by staff's good organisational skills and use of space. For example, floor plans demonstrate time and thought has been given to the best use of available space for children. Attention to health, hygiene and good staffing ratios keeps children safe and secure at the setting. All documentation is well organised and kept to a good standard. Children's welfare, care and learning takes priority and is supported well by staff's implementation of the setting's policies and procedures. Overall the quality of the provision meets children's needs.

Leadership and management of the setting is good. Staff work as a cohesive team and the key worker system works well to support children and parents. Regular discussions by staff monitor and evaluate the settings practice, and they are able to recognise their strengths and weaknesses. Support from other professionals is welcomed and changes to practice are implemented following advice or suggestions to the staff, which develop the service provided for children.

Improvements since the last inspection

At the last inspection staff were asked to organise space and resources to meet children's needs effectively. Space at the setting is used well to provide a good range of activities and resources for children both indoors and outside. Evaluation of space and resources is reviewed regularly by staff to ensure that it meets children's needs.

Staff were also asked to ensure that behaviour is handled consistently. Children are made aware of the 'rules' for good behaviour by staff, who talk to children individually and ensure that they know why they need to behave well. All staff are consistent in their management of children's behaviour.

Staff were also asked to ensure that the complaints procedure is worded appropriately. The setting has devised a complaints procedure to meet the required standards.

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.

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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 risks to children when using the climbing frame indoors have been fully assessed
- ensure that appropriate support is given to children for whom English is not their first language.

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):

- evaluate small group time to ensure that there are opportunities for children to join in discussions, listen to others and reinforce learning, for example basic counting in a familiar group situation.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk