



## Warmley Community Centre Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	136112
<b>Inspection date</b>	23 November 2006
<b>Inspector</b>	Kay Roberts
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<b>Registered person</b>	Warmley Community Centre Playgroup Committee
<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?

Warmley Community Centre Playgroup was first established over 30 years ago. It operates from the main hall of the Centre. A smaller hall is also used for older children during one session of the week. The pre-school serves the local communities, the closest of which are Warmley and Kingswood. Children attend for a variety of sessions. The group opens five days a week during the school term times. Sessions are from 09.30 until 12.00. Registration is for a maximum of 26 children from two-years, six-months to five-years. There are currently 36 children on roll and of these there are 22 funded three-year-olds and 10 funded three-year-olds. The provision caters for children with learning difficulties and/or physical disabilities. There are no children for whom English is an additional language. Six part time staff, all of whom hold a relevant child care qualification, work with the children. The setting receives support from a local authority teacher on the education programme.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children play in a clean environment where their health is suitably promoted. There are suitable procedures in place for managing both accidents and medication, although accident records are not confidentially maintained. Children learn the importance of hygiene through the daily routine as they wash their hands after using the toilet, before snack and after a craft activity. The importance of being thorough is reinforced as children place their hands under the ultraviolet light of the hand washing machine and can see the areas which are not clean. They learn about brushing their teeth as they play games and try to brush a pair of large dentures. The risk of infection is reduced as the sickness policy for excluding children who are ill is shared with parents and a reminder placed on the notice board. Staff follow hygienic procedures, such as wiping tables with anti-bacterial spray prior to children eating snacks.

Children eat a range of healthy snacks which take into consideration special dietary requirements. As children select from the plate they say "thank you". They are encouraged to try new things and when they do so receive praise so that they are more likely to try other food in the future. Snack time is a social occasion when children sit in small groups and talk about what they have eaten for breakfast and name different vegetables. Children are given some independence as they pour out their own drinks and gather up the name cards. When thirsty, children pour themselves a drink of water from the jug.

Children have daily opportunities to take exercise. They develop large muscle skills as they jump up and down on the trampoline. Children stretch, bend and move to music. More able children show a good sense of balance as they use their hands to help them walk along the balancing beam. Children's skills are extended as they access a wide range of equipment which is changed on a daily basis.

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

The provision is satisfactory.

Children are relaxed as they receive a warm greeting for staff. The environment is bright and colourful with educational posters and, an extensive range of well presented children's work and photographs, displayed at child height. The hall is above minimal spatial requirements so that children have a large area in which to play. The room is organised so that there is space for relaxation, play and physical activity. However children do not have access to outdoor play. Activities are placed in clearly defined areas and on tables so children move around freely. Those engaged in play are not disturbed by their peers. Children confidently help themselves to the broad range of clean resources and remain interested as they are changed on a daily basis, as well as mid-session.

Children play in a secure environment and are protected from people not vetted. There are safe procedures in place to ensure that children are only released to authorised adults and do not leave the premises unnoticed. The risk of children having an accident is reduced as premises have been risk assessed and staff check the environment on a daily basis to ensure there are

no potential hazards. Appropriate deployment and staff vigilance also helps to keep children safe; when two children get on the trampoline, they are quickly reminded that there should only be one child at a time. In the event of a fire children are protected; fire safety equipment is checked on an annual basis, exits are kept clear and the drill is practised each term. Children are further protected as staff comply with local safeguarding procedures; however the system for documenting and following through concerns is unclear.

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

The provision is satisfactory.

Children new to the provision are reassured by a one to one support from staff. Staff encourage two children to play together so that they begin to form friendships. Staff observe children under three-years of age, however there is no formal system for monitoring their progress or planning based on their individual needs. They participate in activities based on the Foundation Stage, which are adapted to their level of ability.

Children confidently enter the premises and easily separate from their carers. After confidently answering their name at registration, children complete the daily calendar and as they do so develop a sense of time. They are able to name the day and when given the initial sound of the month know it is November. Children enjoy the company of adults and when visited by a librarian chat freely. They show good concentration as they listen to the stories and afterwards, alert to their senses are keen to feel the texture of the different colour ribbons in one book. When they listen to the familiar story of 'Grandma Wolf' a few children join in with some of the words. Children begin to understand the story of Jesus as they act out the nativity play when it is read by a member of staff and are keen to follow the instructions provided by staff. They join in with favourite rhymes, such as 'Twinkle, Twinkle, Little Star' and 'When Santa got stuck up the chimney'. As staff applaud their success children are keen to continue. Children begin to recognise their name in print as they place their pictures on the chair with their name card. More able children neatly copy over their names. Pencil control is used as children paint pictures. Some dab the brush on the paper, others are more interested in mixing colours together. Children use pencils to draw pictures of monsters and flowers. Care is taken when drawing members of the family to include details, such as facial features and fingers. Children are experienced at using scissors as they show good co-ordination. They use their imagination to create collages and are able to say what they will make before they begin. Children develop fine muscle skills as they create snowman cards, taking the back of the eyes and adding them to the picture. Some children place small pegs in a board and more able children create repeated patterns. Children take turn playing snap with 'Fireman Sam' cards and are able to name the characters. Children begin to understand the pattern of rhythm as they play tapping sticks to the tune of 'Peter Plays with one hammer'. As the song becomes more complex children show concentration as they also try to move the different parts of their bodies to represent each hammer.

Children use their imagination as they pretend to be doctors and wraps dolls in bandages and give injections. Although most play is parallel some children are now learning to play together. Very confidently one child informs a member of staff that she must go to the hospital and shows her exactly where she should sit. Children asks what is wrong. Many children welcome

the presence of a member of staff; one child places a bandage on her arm. Aware of how a stethoscope is used children correctly place it on the body. Another administers medicine with a syringe. Children write with a purpose in mind as they make marks on the paper in the surgery. Children are developing an understanding of information and communication technology. They pretend to use a telephone and say that they will go to a party. Staff help children to access computer programmes and then children use hand eye co-ordination to move the mouse around the screen to open the drawers to look for a lost duster. Children develop independence as they pour their own drinks and more able children are able to put on their coats and manage zip fasteners.

## Nursery Education

The quality of teaching and learning is satisfactory. Staff are knowledgeable about the Foundation Stage and how to encourage learning. For example, to ensure children access the full range of resources the layout of the room is changed on a daily basis. Prior to commencing a story staff ensure that all children can see the pictures and help children to understand as they explain the meaning of words, for example cauldron and pail. When performing the Christmas nativity children will know what to expect as staff explain who will be present on the day and that there may be flashing lights as people take photographs. Similarly, children know what their Christmas card should look like when it is finished, as staff provide a sample. Children's different skills levels are taken into consideration. Young children match the colour patterns and more able children match patterns which also include size. As staff show children the clock on the wall and the time line, children gradually begin to understand the concept time. Staff praise children's achievements so they are keen to continue and develop confidence. Time is well managed so children are not rushed and are given advance warnings so that they are prepared for change.

Children's progress is monitored against the South Gloucestershire Stepping Stones document which links directly to the early learning goals. However, despite the fact that staff make many regular observations, the details are not recorded in the monitoring document. As a consequence staff have a broad picture of children's progress, but are less clear about the detail and are therefore unable to plan for children's next stage of learning for all aspects of the six areas of learning. Planning is based on topics children have enjoyed in the past, but does not take into consideration the current interests of children. Children are provided with a broad curriculum across all areas of learning.

## Helping children make a positive contribution

The provision is satisfactory.

Children's social, moral, spiritual and cultural development is fostered. They have a sense of belonging as their art work and photos are displayed throughout the provision. Each child has their own named seat on which to put their pictures to take home. Children develop confidence as they are praised for their achievements. They know they are all valued and included; every child has a role to play in the nativity play. Staff have experience in meeting children's additional needs and adapt activities accordingly. They work in partnership with parents and other professionals. Children develop an appreciation of difference as they follow the example provided by staff and play with readily accessible resources reflecting positive images of diversity.

Acknowledging festivals, such as Chinese New Year helps children to understand a little of other cultures. Children are polite and well behaved. Without guidance from staff children are able to take turns using the trampoline

Children begin to develop an appreciation of the local community as they visit a local resource centre for children with additional needs and go to post letters. People from the community visit the playgroup; a crossing patrol warden, librarian and a person with a hearing dog and vet nurse. There are opportunities to help children foster a love of nature. When the vet nurse visits children smooth, brush and help to bandage the dog. They watch how the scanner locates the dog's identity chip. Children also learn about nature as they observe the seasons and in autumn make collages with leaves. As they listen to the story of 'The Very Hungry Caterpillar' children begin to understand about life cycles.

The partnership with parents is satisfactory. Children are emotionally secure in the relaxed relationship between parents and staff. Parents comment positively about the provision; the warm welcome provided by staff and that children are happy in the structured environment. Parents are aware of children's progress as they know that they can access their children's records at any time and once a year attend a formal meeting with their child's key worker. They are encouraged to share what they know about their children and are actively involved in their children's learning when assisting at sessions on a duty rota. Parents are aware of practices within the setting as they have a copy of the policies and procedures, and are regularly updated via newsletters and a notice board.

## **Organisation**

The organisation is satisfactory.

The provider meets the needs of the range of children for whom they provide. Although staff understand the need for a rigorous recruitment system and know what is required, the procedure has yet to be updated. The ongoing suitability of staff is checked via annual appraisal. Staff are aware of their remit as there is a system for induction and staff regularly attend meetings. Keen to extend practice staff have attended further training on subjects, such as health and hygiene, the Foundation Stage and mental health. Staff have been proactive in seeking children's views about what they enjoy in the setting and what they do not like about the playgroup. Staff have used this information to inform practice, for example one child commented on the noise, so staff organised quieter activities on the day the child attended. There is a stable staff team so children are provided with consistency of care. Adult to child ratios are able minimum requirements so children receive much adult support. Children are actively occupied at all times, for example whilst tables are being prepared for snack, children listen to a story. Staff provide a welcoming, colourful, safe environment for children and offer a broad curriculum across all areas of learning. Documentation complies with regulatory requirements, although not all paperwork accurately reflects practice.

Leadership and management are satisfactory. The leader is appropriately experienced and qualified in child care. She strongly promotes working as a team and values the contributions of all staff. The leader recognises many of the strengths of the provision, for example the large displays of work to which children have contributed. Some changes have been made within the provision to improve the education programme, for example the purchase of new computers

has extended the programme for knowledge and understanding of the world. The leader knows that the main weaknesses within the provision is the documentation and planning, but explains that there is insufficient time and that she would prefer to spend quality time with the children.

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

At the last care inspection in May 2004 the provider agreed to meet two recommendations. Children's health is now further promoted as staff have easy access to information about children's special dietary requirements. The second recommendation related to documentation. Children's health, safety and welfare have improved as there are now policies and procedures relating to recruitment, vetting, staff induction and the steps to follow if an allegation was made against a member of staff or volunteer. However following a revision to regulations the provider now needs to further update procedures relating to recruitment and vetting.

Five key issues were raised at the last education inspection in July 2002. Two key issues related to mathematical development. Children now have more opportunities to count and calculate through everyday activities and in particular rhymes such as 'Five little men in a flying saucer' and 'Five little speckled frogs'. More able children are further challenged as they are encouraged to add numbers together through games, such as 'Humpty'. One concern related to the planning, which has now been further developed to include learning outcomes in line with the early learning goals. Staff now undertake regular observations of children, however these are not always noted in the Stepping Stones document so it is not evident the levels children have achieved. The final key issue required staff to provide parents and carers with an opportunity to be involved in the initial and ongoing assessment of the children's learning. Parents now complete an initial assessment of their children and parents' views for ongoing assessment are sought.

### **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.

## **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 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 documentation is up to date and accurately reflects practice, and in particular with regard to recruitment and vetting
- ensure there is an audit trail for child protection concerns
- monitor and implement an effective planning cycle for children under three years

### **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):

- ensure children's progress records are kept up to date
- ensure there is an effective planning cycle based on each child's stage of development and follows through on children's interest.

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](http://www.ofsted.gov.uk)