



Sevington Playgroup

Inspection report for early years provision

Unique Reference Number	127532
Inspection date	20 March 2007
Inspector	Jackie Liffen
Setting Address	Weir View Hut, River Lawn Road, Tonbridge, Kent, TN9 1EP
Telephone number	01732 367391
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Registered person	Sevington Playgroup
Type of inspection	Integrated
Type of care	Full day 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?

Sevington Playgroup opened in 1994. It operates from a scout hall in Tonbridge, Kent.

A maximum of 30 children may attend the playgroup at any one time. It is open five days a week during the school term. Sessions are from 09.00 to 11.30 and 12.30 to 15.00, although some children stay all day. All children share access to a secure enclosed outdoor play area.

There are currently 58 children from two years to five years on roll. Of these, 38 receive funding for early education. Children tend to come from the local area. The setting currently supports some children with learning difficulties and/or disabilities.

The playgroup employs seven members of staff. All of them hold appropriate early years qualifications. The setting receives support from an advisory teacher from Kent Early Years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are beginning to understand simple good health and hygiene practices when they queue to wash their hands before eating. They use step stools, liquid soap and disposable towels which make it easier for them to become independent in their hygiene arrangements. Children usually sit on washable cushions and seats but these quickly become grubby and need cleaning on a regular basis. Children are protected from infection by staff who use anti-bacterial cleanser to wipe surfaces, however, the nappy changing arrangements are not of a high standard. Staff use an effective administration of medicines policy and ensure that any medication bought in by parents is stored suitably so that children are not affected adversely. Children are encouraged to wipe their own noses with tissues so that germs are not spread, however, the disposal bin does not have a lid. Children rest according to their needs on especially provided, sleep beds situated in the book corner, where they congregate after lunch. They have lots of space to exercise indoors and also regularly extend their physical capabilities on a climbing frame. Outside they excitedly play on a range of wheeled toys or with other provided apparatus. Although children often have biscuits at snack time, they also frequently eat more nutritious food such as fruit and vegetables. Parents provide lunchboxes and these are stored at a suitable temperature so that children eat fresh food. Older children help themselves to a drink of water whenever they are thirsty.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in secure and child-friendly premises where the staff make every effort to ensure their safety. For example, a stair gate is put across the kitchen entrance, and the main large doors leading to the playroom have high locks that children are unable to reach. Children use suitable, age appropriate furniture which helps to include all of them. For example, children sit at low chairs and tables, or relax on soft cushions and beanbags in the book corner. Children are generally learning to avoid accidental injury as they improve their spatial awareness and begin to adapt to the restrictions of the setting. However, the written risk assessment does not include things such as the maintenance of the premises and fixtures and it is not being used on a regular basis. Children are learning to avoid accidental injury because they practise fire drills on a regular basis and the provider has effective procedures displayed regarding evacuation. Children are cared for by adults who have some knowledge about safeguarding children. Staff are not keeping a comprehensive record of visitors but are in the process of extending their understanding and ability regarding child protection by taking relevant courses.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enter the premises with their parents who help them hang their coats on the high hooks. They then quickly become involved and happy in the setting as they explore the range of activities prepared for them. Children confidently seek out their chosen interests as they

easily access the well organised room. The hall is divided extremely well during free play so that children gather in small groups in corners to interact with peers. Younger ones gravitate towards familiar media such as Play Dough, water and sand. Some children exercise their limbs and have great fun chasing each other around the room. At snack time most children follow instructions and help to clear the hall; they then line up to wash their hands before seeking their named places at one of the prepared tables. Some of the younger ones need help and reassurance during this activity.

The quality of teaching and learning is satisfactory. Staff prepare the room well to ensure that children have plenty of opportunities to enjoy exploring the environment as a learning resource. Children investigate a number of activities such as junk play, Noah's ark, painting, cars and the work bench. On a number of occasions, staff interact with children at their own level, but sometimes miss opportunities to extend their learning. For example, children play with soft shapes and sometimes examine their properties further, but staff do not notice or discuss aspects such as the rolling, circular effects of the tube. Staff are becoming knowledgeable regarding the Foundation Stage and most children benefit from individual observations which are used to inform the planning. Staff understand the learning intentions of the toys and discuss mathematical outcomes when sitting with children matching and sorting cotton reels and threads. Children are given a number of opportunities to learn to count. For example, when working out the numbers of children present and then requesting an appropriate number of biscuits. Children show initiative and are becoming confident, however, some opportunities are missed to promote their independence. For example, children are not always learning to dress themselves because their parents or staff members reach up to fetch their coats and then continue to help them. Children are beginning to develop personal values such as honesty and fairness when they sit together at circle time because staff give them opportunities to show what they have in their pockets and return pieces such as farmyard animals to their rightful home. Children take decisions throughout the session as they choose what to play with and select which musical instrument they wish to play with. They have a number of opportunities to explore colour, texture, and shape. They are learning about space and concepts such as under, over, and above when they play imaginatively on the climbing frame and talk about stories in the book corner. Children explore a range of words and texts and are beginning to understand that print carries meaning because staff take every opportunity to sit with them in the book corner reading stories and helping them to understand the written word. They are beginning to recognise their own names at snack time when they find their labels, but the activity is not managed so that children begin to extend their knowledge and ability. Children listen and respond with enjoyment and attention to stories, songs, and rhymes. They spend some time investigating objects and materials, using their senses as appropriate particularly when they experiment with play Dough, junk modelling, painting and craft activities. They are learning about the local community when they go on walks and are undertaking a project on castles to link in with their excursions. Children have plenty of opportunities to look at similarities, patterns and change but do not play with technological toys on a daily basis. They are beginning to build and construct by using a range of tools and selecting appropriate resources. Children's physical development is enhanced as they move confidently and safely within the group. They are exhilarated as they run outside and bump into each other on the pedal cars; they also enjoy other activities such as jumping, hopping and playing with a

parachute. Children are beginning to recognise the changes that happen to their bodies when they are active and some become aware of the warmth they generate when the weather is cold.

Helping children make a positive contribution

The provision is satisfactory.

Children are valued, respected and included by staff who care individually for each child. They ensure that they are familiar with children's needs and discuss these at length with parents. Children benefit from a number of activities and resources which help them value diversity. For example, they assimilate an awareness of other cultures from the many posters put around the room. They also play with appropriate toys such as puzzles, dressing up clothes, musical instruments, and play people which help them value the nature of our society. Overall spiritual, moral, social and cultural development is fostered. Children have their specific needs met by the group who appoint a special educational needs co-ordinator to keep careful records and implement their play plans. They receive the best care possible because key workers liaise closely with parents in order to provide suitably for them. Children are learning to respond to appropriate expectations for their behaviour because staff generally respond by positively reinforcing good behaviour. However, staff also tend to try and divert children's attention to more profitable activities. For example, when a child kicks a tower of bricks over, a staff member speaks with him and eventually persuades him to build it up again. Children are learning to work harmoniously together as they congregate in the activity corners to play imaginative games. For example, children on the climbing frame quickly turn it into a castle with a princess shouting down for help. Partnership with parents is satisfactory. Children are secure because the staff work in co-ordination of care with parents. Key workers liaise closely so that they obtain children's starting points on entry and promote their development by keeping parents informed of children's achievements. Children's continuity of care is enhanced because parents learn about and contribute to the curriculum. Parents are kept informed about their children's activities because notices are displayed in the entrance hall, however, few are aware of the policies and procedures that the group use.

Organisation

The organisation is satisfactory.

The leadership and management is satisfactory. Children benefit because their parents become involved in forming the management committee and have a say in how the group is run. Children's security is maintained because all staff hold up to date enhanced checks. They thrive in the setting where all the staff are suitably qualified and have a good knowledge and understanding of child development. Children's enjoyment, achievement and ability to take an active part in the setting is enhanced by staff who develop plans to show how all children are included in the different areas of learning. Their security and development is improved because staff offer a range of activities to promote their confidence. The group give regard to organising staff, time, space and resources so that children's well being is enhanced. For example, children have free access to a range of resources which are cleverly grouped to enhance their imaginative and social skills. Children's progress through the stepping stones is contributed to by the observations and planning carried out by staff. Staff try to promote the best situation for children by using recommended printed documentation, however, the register is not clear and

the policies are not written well enough to give parents an up-to-date understanding of the organisation of the group.

The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the group were asked to ensure that all accident reports contain all relevant information and are signed by parents. Staff now use a recommended printed book to record accidents to children.

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.

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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 anyone responsible for health and cleanliness within the group is aware of, and complies with, Environmental Health requirements
- review risk assessment and implement on a daily basis
- ensure parents are regularly informed and kept up to date with all current policies and procedures
- improve knowledge and understanding of the requirements set out in regulations with regard to the clarity of the register and written policies.

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 that children have the opportunity of playing with technological toys on a daily basis.

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