



## Warden Bay Playgroup

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 127753   |
| <b>Inspection date</b>         | 01 March 2007  |
| <b>Inspector</b>               | Linda Patricia Coccia  |
| <b>Setting Address</b>         | Village Hall, Warden Bay Road, Warden, Sheerness, Kent, ME12 4NB |
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| <b>Registered person</b>       | Warden Bay Playgroup   |
| <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 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?

Warden Bay Playgroup opened in 1995 and operates from one room in the village hall in the village of Warden, on the isle of Sheppey, Kent. A maximum of 26 children may attend the playgroup at any one time which is open each weekday from 09.30 to 12.00 during school term times only.

There are currently 26 children aged from two and a half to under five years on roll. Of these 14 children receive funding for nursery education. Children mainly attend from the three villages situated in the area. The playgroup currently supports a number of children with learning difficulties and disabilities, and is also able to support children who speak English as an additional language.

The nursery employs five staff. Four of the staff, including the manager hold appropriate early years qualifications. Two staff are working towards a suitable childcare qualification or improving their current child care qualification to a higher level.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children use effective hygiene procedures to help them learn about keeping themselves clean. They wash their hands after using the toilet and after using messy play activities. They also use wipes to clean themselves after snack time. Children can explain about regular hand washing because they receive regular reminders from staff. Children learn about hygiene. They are also protected from cross infection through a range of procedures regarding illness, medication and accidents which are suitably implemented by staff. Children's well being is promoted.

Children are involved in a variety of food and physical activities which help them understand about their bodies and staying healthy. They regularly discuss 'good' food and 'bad' food with staff and what the effects of 'bad' foods are on their bodies. For example, children understand that too much sugar is bad for their teeth. Children are involved in activities which promote healthy eating. Children also stay healthy by using a range of toys and equipment which promote regular exercise. For example they ably negotiate around the climbing frame or ride competently on wheeled toys. They have occasional access to a secure outdoor play area. Children enjoy a range of physical play activities.

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

The provision is good.

Children are cared for in an environment which is spacious but warm and which staff make friendly and welcoming. Children are able to move around safely, freely and independently.

The toys and equipment that the children use are appropriate to their ages, safe, checked regularly for hygiene and cleaned when necessary. The group have a wealth of health and safety information. Children learn about safety through reminders from staff about how to handle themselves and equipment. For example the safe use of scissors by not waving them about. An emergency evacuation plan is displayed and the children practise it on a regular basis. The drills are assessed and recorded. Children are able to keep themselves safe in an emergency.

There are well written, clear, concise procedures for dealing with child protection issues which help keep the children safe. The written information is shared with parents which ensures they have a good understanding of the group's role in protecting children. However, staff do not consistently record children's existing injuries in their record book. Children are also protected by the group's departure procedures. Parents have responsibility to advise staff in advance, who will be collecting their children. A password system is used to ensure that children are only collected by appropriate adults. Children's well being is promoted.

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

The provision is outstanding.

Children are looked after by caring staff who value each child as individuals. Children take part in high quality activities throughout the session. Two-year-olds are confident in the setting and in their relationships with each other and the staff. They play happily with each other and staff, learning to take turns and respond to others as they use puzzles, games, and books. Staff awareness and excellent use of the Birth to three matters framework is improving children's achievements. Children become confident communicators as they share ideas in their play, for instance using role play equipment to act out imaginary situations and improve their communication skills in singing and musical activities. Children make connections in their learning as they freely explore water, sand and different textures such as compost, which also aids children in their sensory development. Their regular use of a wide range of creative materials, such as paint, dough and pencils encourages them to represent their experiences, feelings and ideas in a variety of ways. Children experience a wide range of interesting play activities.

Nursery education.

The quality of teaching and learning is good. Children are making consistent progress towards the stepping stones and early learning goals. Children's learning and achievements are good in relation to their starting points and capabilities. This is because the majority of staff working with them are experienced, use a consistent approach and have a sound knowledge of the Foundation Stage. Effective methods of observation and assessment chart children's starting points through to when they leave the setting. Regular evaluations by staff help to ensure children are able to make choices and staff are able to monitor the effectiveness of the activities provided. However there are occasions when staff do not use opportunities presented to them to challenge the older four year olds. For example when children are doing puzzles, talking with them about size, shape and content. Children benefit from an enthusiastic and professional staff team.

Children have access to a variety of art and craft materials which allows them to be imaginative in their creative play. With guidance from staff they are able to make usable items, such as their snack time placemat. They are also able to relate moments in their home life into their imaginary play, for example, visits to the doctor's and shopping at the supermarket. They can use corresponding equipment appropriately such as stethoscopes and cash registers.

Children learn about themselves and the wider world through topics and group discussions. For instance, they have been discussing healthy eating and different types of food. They know that some foods are 'sometimes food' which can be eaten once a week, and others that are always food such as vegetables which can be eaten everyday. Children can explain that fresh fruit and vegetables are good for a growing body and makes them big and strong.

Children are becoming adept at controlling equipment as they throw and catch balls to each other during exercise time or use ride on toys weaving in and out of other activities. Children also readily involve themselves in books and story times. They read stories to their teddies and each other and happily listen at group times. They are able to make appropriate responses such as counting how many items the 'hungry caterpillar' eats or identifying shapes in the pictures.

They are able to consider what happens next in the story and sometimes make up their own endings prompted by staff.

Overall, the provision plans and provides a good range of activities, experiences and play opportunities, to develop children's emotional, physical, social and intellectual capabilities.

### **Helping children make a positive contribution**

The provision is good.

Children see a very good range of positive images regarding equality every day they attend. Images range from posters of different racial families and disabled people to images in the toys such as small world figures, dolls, and books. Some staff have attended diversity training and all staff avidly promote equality of opportunity for all children. Two members of staff are fully trained in dealing with children's learning difficulties and disabilities and procedures are in place to fully integrate them into the group and to help each child achieve it's full potential. Children participate in a range of activities which promote equality and help them learn about each other's differences. Children's individual needs are catered for.

Children play within clear boundaries. One staff member has attended behaviour management training and is responsible for assessing adverse behaviour in the children and putting strategies in place to deal with their individual requirements. Children are encouraged to be polite to staff and each other and to say please and thank you when appropriate. They are also encouraged to be nice to each other, consider each other's feelings and share toys. The group's behaviour management policy is fully explained to parents and staff recognise the importance of working with parents in this area. Children are beginning to understand about suitable behaviour and their social, moral, spiritual and cultural development is fostered.

Children and their parents are warmly welcomed onto the premises. Information about the Birth to three matters framework is displayed for parents and other written policies and procedures are made available in a folder displayed everyday. Parents help staff complete initial assessments on their children and regularly see their child's written development and observation notes. Staff Key workers have the responsibility of discussing any issues directly with parents. Children benefit from continuity of care.

The partnership with parents is good. Parents report that they get involved in their children's learning by supplying project material or sometimes they are asked by staff to complete project work or reading tasks with their children at home. Parents also report that they are aware of the nursery funding but are not so sure about the Foundation Stage and the individual stepping stones.

### **Organisation**

The organisation is good.

Children are comfortable and settled within a well-organised environment. They feel secure and totally at ease with familiar staff and their surroundings. Systems are in place to ensure the adults working with children are suitable to do so and staffing ratios are high. The registration certificate is displayed and the necessary records are in place and shared with

parents. These include effective daily attendance records which show clear arrival and departure times. Children's welfare, care and learning are promoted, due to the effective policies and procedures, which underpin the group's good practice. Children are cared for by staff who are suitable to do so.

Leadership and management is good. The registered provider is made up of a committee of parents whose children attend the group. The nominated person, although new to her position, feels this is an exciting and interesting time for the committee. The committee employ a supervisor to ensure the group is run in accordance with Standards and Regulations. The supervisor has a clear understanding of the type of care to be offered to children to enable them to achieve well and has a competent staff team to implement the committee's policies and procedures. The supervisor's organisation of the group ensures that staff and children work in a calm, absorbing atmosphere where learning is encouraged. Staff are encouraged to work as a team, contribute to the activity planning and take on individual responsibilities. For example, become 'Key Workers' who are able to work directly with parents. The supervisor attends, or elects individual staff members to attend, a variety of training courses and workshops which will benefit the provision. Through group assessment and a variety of monitoring procedures the supervisor is able to ensure that procedures are delivered consistently. Children benefit from highly qualified and skilled staff. The setting meets the needs of the range of children for whom it provides.

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

Following the last inspection, the provider has followed recommendations and has raised funds for the range of toys to be extended. A selection of sensory and equality toys have been purchased. Children use a wider range of activities.

#### **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 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):

- ensure that all injuries, sustained by children at home, are recorded

### **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):

- seize more opportunities to offer challenges to four year olds
- ensure parents receive or can see written information about the Foundation Stage and the stepping stones

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)