



St Andrew's Community Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	130765
Inspection date	25 January 2007
Inspector	Shan Gwendoline Jones
Setting Address	c/o St Andrew's Church Hall, Church Road, Hove, East Sussex, BN3 2AD
Telephone number	07976 041486
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Registered person	St Andrew's Community Pre-School 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 good.

WHAT SORT OF SETTING IS IT?

St Andrews Playgroup opened in 1984 and is managed by a parent run committee. It operates from St Andrews Church Hall situated in Hove, East Sussex. The playgroup is open from 09:00 until 11:45 every day and until 15:00 on Mondays and Thursdays, Monday to Friday, term time only. All children share access to a secure enclosed outdoor play area. A maximum of 30 children may attend the playgroup at any one time. There are currently 42 children on roll, of these, 32 children receive funding for early education. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs seven members of staff. Of these, four hold appropriate early years qualifications and three are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's hygiene is promoted well by staff who implement appropriate procedures for reducing the risk of cross infection. For example, surfaces used for eating meals are regularly wiped down by staff. Children's health and wellbeing is fully promoted. They are learning the importance of good hygiene practices and personal care within their daily routine. For example, by learning to wash their hands before snacks and after using the toilet.

Children's health and wellbeing is further protected as a number of staff hold a current first aid qualification and know how to respond effectively in an emergency situation. They follow the correct procedure for administering and recording medication and recording of accidents and incidents. These are shared with parents.

Children eat together in a social atmosphere which encourages them to try different foods and to eat more. Any special diet is catered for, and there are numerous systems in place to ensure that all staff are aware of any allergies or cultural restrictions. Children can be independent at meal times and are encouraged to have good table manners. This provides exemplary support for children in learning good nutritional habits, helping their growth and development.

Children's physical development is fostered well. They take part in a wide range of physical play activities using wheelbarrows, climbing frames and bikes to make their own games and set their own challenges. They also get good support in using scissors, tools and threading to develop their small muscles. The indoor routines do not hinder the opportunities for children to be outdoors. Staff adjusted the routine with the unexpected change in the weather. Children show great delight and excitement as they created an elaborate 'snowman' with the snow fall.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from the welcoming environment as staff greet them and their parents warmly. This ensures they feel secure and content.

Children are well protected by staff who are vigilant in following the nursery's thorough procedures for the safe collection of children, and recording the presence of visitors to the setting. Children's safety is also well promoted by staff who undertake regular risk assessments daily as the building is shared with other users. Staff remind children of how to stay safe such as being gentle, and walking when indoors. Staff always give reasons as to why the rule is there.

They have access to a wide range of good quality toys and equipment, which are appropriate for their age and stage of development. Toys are set up, inviting and enticing children to play. Toys are easily accessible which encourages children to make their own choices and develop their independence as they choose and move freely between activities.

Staff are trained in child protection and update their training regularly. Staff know who to report to with any concerns that they may have and are aware that the welfare of the child is paramount.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the nursery school. They arrive happy and confident and quickly settle into the nursery as they make choices about their play. Children have fun as they play enthusiastically with a good range of toys and resources that promote their learning.

Young children are enjoying the activities provided. Staff have recently obtained knowledge and understanding of the 'Birth to three matters' framework and they are beginning to plan effectively. Children happily participate in a range of activities to help them to become competent learners, for example they enjoy mixing the ingredients together to make 'play dough'. Children develop very good communication skills as they contribute to group discussions, children views are valued, for example staff take time to question the younger children and listen carefully to their responses. Staff talk about how each child is progressing and plan their next step for development. Staff recognise the value of play in a child's development and introduce a range of experiences, enabling all children to learn to play and work together in large and small groups as well as independently.

Nursery Education

The teaching and learning is good. Staff are experienced and knowledgeable about the Foundation Stage and have a structure for planning an effective curriculum. A system is in place for the planning and evaluation of activities, and the recording of children's progress and achievements. The management team are keen to continue to develop the planning and assessments systems. This would enable staff to further track children's progress and identify the next stages of their learning, to help inform planning. The learning environment is inviting and stimulating, and well-labelled storage ensures that children can be independent in their play. Children enjoy free play for most of the time and set their own challenges using the wide range of play equipment available.

Children can link sounds and letters and recognise significant letters. They have many opportunities to practise their emergent writing skills for a variety of purposes during the day. Children enjoy stories and books and have a comfortable and inviting book area. Children independently selected story books on polar bears, these books were used in conjunction with a display of polar bears in their natural habitat for the children to explore. Children are encouraged to write their names and other labels for displays. Staff use everyday routines and activities effectively to promote their understanding of mathematics. Children are confident in the use of numbers and are able to count to 10 and beyond, they recognise numerals, shapes, are able to match, sort and measure.

Good links are made to different strands of learning, for example the children played in the 'vets practice' with computer keyboards and their animals to care for. This activity was linked to a creative activity. Children designed collage pictures of animals, photos of various animals

were displayed to inspire their imaginations. Children have opportunities to use information and technology and programmable toys to support their learning. The group has plans to extend this further for the funded children, with organised information technology sessions at the library. Children meet different members of the community for road safety or self-care projects, such as a dentist.

Good relationships are evident at all levels, staff get on very well with the children encouraging them to talk and to play imaginatively, for example there were gales of laughter and banter as the children were encouraged to share their 'knock, knock whose there?' jokes. Learning is fun. Children enjoy joining in with familiar songs and anticipating with excitement what song comes next. There are regular opportunities to explore music and movement, which the children enjoy. Children can sing simple songs from memory and they participate actively at singing time, accompanied by the piano.

Helping children make a positive contribution

The provision is good.

Children play confidently with each other and form good relationships. The children demonstrate good social and emotional development by their happiness and their engagement in the activities. Warm relationships are evident between staff and children. All children are eager to learn, self assured in their play and confident to try new experiences.

Children with English as an additional language receive good support from staff. Use of methods to promote and acknowledge their home language include; sign language, symbols, repetition, use of familiar words spoken at home, bi-lingual books and support staff who speak dual languages. This further enhances their sense of belonging. There are no children currently identified with learning difficulties or disabilities. A thorough policy is in place to support children. A key worker system is in operation and a readiness to liaise with parents when the need arises.

Children learn about themselves and the wider world through planned activities and discussions, for example around a variety of cultural festivals, helping them to understand and value the similarities and differences between themselves and others. This positive approach fosters children's social, moral, spiritual and cultural development.

The children's behaviour is good. They share, co-operate and play very well together. Praise and encouragement is valued by staff and children respond enthusiastically to this. Positive behaviour is also encouraged through the use of 'our gold book', which includes captions for achievements and tasks completed by the children. Children's work is given value and meaning. For example once a child had created an elaborate tower with bricks, staff asked if they could take a photo, the child beamed with pleasure at this recognition.

Partnership with parents and carers is good. They receive regular information about the running of the playgroup, how children learn and of planned events. Parents speak highly about the group. They are happy with the educational progress their children are making and the information they receive about the Foundation Stage curriculum. Parents can discuss their child's progress with the staff at any time. Children benefit from friendly informal relationships

between staff and parents, which is enhanced by the effective implementation of the parents rota. Parents are actively encouraged to volunteer to work directly with the children. Staff are skilled at settling the younger children. The key worker system ensures strong links are maintained with parents to ensure they receive continuity of care. Thorough and robust policies and procedures are shared with parents.

Organisation

The organisation is satisfactory.

Children develop a secure sense of belonging because the playgroup is well organised and staff work with parents to ensure they have a good knowledge of children's individual needs. Staff have a clear understanding of their roles and responsibilities within the playgroup and the deployment of staff is good, ensuring all children are secure and happily engaged in activities.

The leadership and management of the setting is satisfactory. The newly appointed manager and committee ensures that the staff are clear about their roles and responsibilities. Staff are supported both informally on a daily basis and formally through regular staff meetings and appraisals. This helps to promote positive outcomes for children to support their learning. Systems are being further developed and this ensures children's progress is monitored and recorded. There is a strong commitment from staff to develop all aspects of the service.

Robust recruitment and vetting procedures are in place to ensure children are well protected and cared for by staff with relevant qualifications and experience. All records, policies and procedures which are required for the efficient and safe management of the provision and for children's wellbeing are in place. However, a significant event was not reported to Ofsted in line with the national standards, this a breach of a regulation, which could compromise children welfare.

The management team are very keen to develop staff's knowledge and skills to benefit the children by accessing training courses offered, for example Foundation Stage and Birth to three matters. The provider and staff work very well together as a team, consequently this is reflected in the children being happy and contented in the nursery. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the playgroup was required to increase the range of resources that reflect positive images of culture, ethnicity and disability. They have purchased a range of resources depicting positive images and varying needs. This has raised children's awareness and understanding.

At the last nursery education inspection the playgroup were required to introduce more opportunities for children to use everyday technology and to further develop the book area. The group uses a variety of programmable toys such as computer key boards in the role play areas. The book corner has been re-designed with soft cushions, a screen and books are borrowed from the library to offer children a variety of literature. All of these developments have had a positive impact on children's learning.

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 complaint 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):

- notify Ofsted of any significant events, and no later than 14 days after the event.

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):

- continue to develop the planning and assessments systems, to enable staff to track children's progress sufficiently and identify the next stages of their learning to help inform planning.

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