



Muscliff Community Playgroup

Inspection report for early years provision

Unique Reference Number	100514
Inspection date	07 February 2007
Inspector	Lorraine Sparey
Setting Address	Muscliff Sports Pavilion, Shillingstone Drive, Bournemouth, Dorset, BH9 3LR
Telephone number	01202 537716
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Registered person	Muscliff 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 outstanding.

WHAT SORT OF SETTING IS IT?

Muscliff Community Playgroup opened in 1990 and is run by an elected committee of parents. It operates from the community centre, in a busy residential area on the outskirts of Bournemouth, backing onto open playing fields. There is a secure area for outdoor play.

A maximum of 23 children may attend at any one time. There are 38 children on roll, of these 26 children are in receipt of funding for nursery education. The group support children who have learning difficulties and or disabilities, and children who have English as an additional language.

The group is open on each weekday during term time, from 09:30 to 12:30, Monday to Friday, and operates a toddler group from 13:00 to 14:30 on a Monday during term time.

A team of nine staff, seven permanent and two who provide cover, work directly with the children. All staff hold early years qualification, and three are currently on training programmes. The group receive support from the Local Authority, and attend local cluster meetings with the support of an early years teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children follow good hand hygiene practices. They know when and why they wash their hands. A three-year-old tells an adult 'We wash away germs'. Staff provide good resources to support children's independence, such as liquid soap, paper towels and a step to allow them to reach the sink. Staff promote children's awareness of maintaining their own health by providing tissues and some staff remind children to cover their mouths when coughing to reduce cross infection. However, at times children forget and wipe their noses on their sleeves, and cough over their peers. This means children's health is not fully promoted. Children's health and general welfare is supported by staff implementing effective procedures. All staff are trained in first aid which ensures children's health and safety in the event of an accident. They implement effective procedures to maintain a hygienic environment such as using anti bacterial spray and effective cleaning routines.

Children benefit from daily opportunities to play in the fresh air. They enjoy using a wide range of resources to support their physical development, including both large and small muscle control. Children's well-being is further supported through healthy snacks, such as various fresh fruits and a plain biscuit. Children's awareness of healthy eating is developed and promoted through interesting topics and projects. Children enjoy a cafe style activity. They prepare their own fruit or vegetable snack using a peeler or knife with increasing control. Children confidently pour their own drinks and enjoy socialising with their peers and the adults. They talk about the healthy foods and their origins such as bananas growing on trees. This develops into a conversation about holidays. On other occasions children enjoy a picnic style snack time where they bring in healthy lunchboxes. Their understanding is further reinforced by making their own games and creative activities linked to maintaining healthy lifestyles. The group has recently been given an award for their participation in 'Healthy Early Years' scheme which promotes healthy lifestyles with young children.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and child-centred environment. Staff work very hard to create a welcoming environment where children can freely and safely explore. They use all areas of the community centre including a large walk-in cupboard and the entrance. For example, children enjoy a music activity in the cupboard space which staff have made safe and welcoming. Children freely choose from a broad range of quality toys and equipment. Some of the resources are stored in lower level units to allow children to safely choose. They are confident to request additional equipment that might not be out that day. For example, a three-year-old asks if

they can have a dog puppet. The member of staff immediately says 'Of course' and brings it to them. Children are taught how to maintain a safe environment. They all enthusiastically tidy up the toys during the morning before new equipment is brought out.

Children are learning to take responsibility for their own safety. During an activity children use a sharp knife to prepare their fruit, the adult reminds them to keep their fingers away from the knife blade. The adult explains that only one child can prepare fruit at one time because they need to make sure it is safe. An adult asks another child about the fire drill. The child immediately says 'When the whistle blows we go out that door', another child listening says 'We don't run in preschool'. The adult congratulates them. This means children know how to evacuate the building quickly in an emergency. Staff reinforce children's understanding through puppets and age appropriate stories.

Children are protected from harm and neglect because staff demonstrate a clear and secure knowledge of child protection procedures. All staff have attended specific training in this area, they demonstrate clear knowledge and understanding of signs and symptoms of abuse and effective procedures in the event of a concern being raised.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children flourish in this stimulating environment. They are very happy and confident. A three-year-old bounces enthusiastically into the playroom and quickly finds an activity. Staff plan a broad range of meaningful activities using the Birth to three matters framework and the Foundation Stage curriculum. They are highly skilled at providing a balance of adult and child led activities. Children benefit from the excellent interaction from all the adults. Children are encouraged to choose from a wide range of quality resources to support them in their play. Several children enjoy constructing a garage with magnetic shapes. The children spend a sustained amount of time cooperating with each other until they are satisfied with the result. Other children enjoy printing using different shapes. Children benefit greatly from regular outings in the local community.

Nursery Education

The quality of teaching and learning is outstanding. Staff have a very secure and confident knowledge of the Foundation Stage curriculum. Plans are extremely effective, covering all areas of learning and clearly detail the learning outcomes for children. Staff are highly skilled in using effective teaching methods to ensure that all children reach their full potential. Staff use effective systems to observe and correctly assess children's progress. They use their expert practice to successfully plan the next steps in the child's learning. Staff are enthusiastic and committed to providing a vibrant and stimulating environment where children make very good progress in their development and learning. Children gain a well-developed respect for others because staff use innovative methods to manage children's behaviour. For example, using puppets and 'feelings faces' to increase children's understanding. Staff are extremely committed to providing excellent opportunities for children with special needs to participate fully and reach their full potential. For example, providing an additional member of staff to support individual children and making the learning environment accessible and stimulating.

Children are highly motivated and enthusiastic in their learning. Children quickly become purposefully engaged in their play and learning. They are developing good relationships and show respect for their peers and the adults. Children co-operate and effectively negotiate. A three and four-year-old enjoy building a complex garage together. The four-year-old offers helpful suggestions to the younger child. When they are finished to their satisfaction they go and find an adult to show their achievement. The adult offers lots of praise and talks about different aspects they have created. Children are very independent, they confidently pour their own drinks and competently complete a range of tasks during the session such as going to the toilet independently and putting on their coats before going outside. Children are confident speakers and their language is developing very well. They have lots of opportunities to make marks and children confidently write their own names on their creative achievements. During role-play they enjoy making lists. Children particularly enjoy books and listening to stories. They understand that print carries meaning. A four-year-old looks at a book with another child and points to the words as they tell the story.

Children have excellent opportunities to be creative and use their imaginations, developing their own ideas. A well resourced role-play area provides different opportunities which are linked to the themes, such as a hospital, a library, office, clothes shop and travel agent. Children enjoy exploring how sounds can be changed. They participate in a group activity playing an instrument in an orchestra following the music 'Eye level'. An adult explains the role of the conductor and how the children can play the instrument as she points her baton. Children enthusiastically play their drums, triangle, bells or tambourine following the beat of the music. They show good control as they stop and start depending on which instrument they are playing. During another activity children choose different musical instruments and listen to how the sound changes as they play them fast and loud or soft and slowly. They confidently tap out the beat to their favourite songs. They make their own instruments deciding what to put in the cardboard tube. Children listen to the sound made by pasta shapes, rice, shells and sand before choosing. They enjoy decorating their shaker.

Children correctly identify shapes during an activity. An adult invites a three-year-old to choose all the squares on a printed sheet. They quickly draw lines to complete the shape. The adult invites them to count how many squares they can find. The child confidently counts to six. Children often count throughout the session during their play and are able to solve simple number problems such as adding one more or taking one away. Children enjoy exploring and investigating various materials. For example, making patterns with lotion on a table and experimenting with nuts and bolts. Children learn about the natural world through interesting projects. They enjoy making a graph showing the different pets that the children have as they talk about them. They grow flowers and vegetables in the nursery garden. Children remind the adult to water the bulbs.

Children's physical skills are developing very well. They show increasing control when using a range of tools including a vegetable peeler, sharp knife and cutters. They learn how their bodies change when doing exercise and the importance of warming up. An adult explains that musicians need to warm up their hands before they perform. The children enthusiastically enjoy joining in with the exercises. Children show good awareness of space around the setting and particularly at activities. Children patiently wait for a turn at the dough activity. They understand that the maximum number of children who can play at one time is four.

Helping children make a positive contribution

The provision is outstanding.

Children demonstrate a mature respect for others. They show consideration to their peers and to the adults. One child invites an adult to share their snack. The adult thanks them and acknowledges how thoughtful they were being. Children are very polite with each other and the adults. They say 'Thank you', as a member of staff invites them to join in the activity, and another child invites them to play. Staff continually praise children's achievements and work very closely with parents to ensure a consistent approach. Children take pride in their environment and quickly pack away the toys at tidy up time. An adult plays a CD of the William Tell overture and children try to finish before the music stops. The adult congratulates them on 'good tidying up'

Children develop a good understanding of the wider world through a variety of projects and discussions. A world map and displays about foods, clothes and houses from around the world increase children's awareness. They celebrate a range of festivals throughout the year such as Diwali when the children wear saris and make Diwali lamps. Children enjoy visitors to the group from the local community. A health visitor visits to talk about personal hygiene and the local dentist comes to talk about how to keep our teeth healthy. Children visit the local shop and post office to buy fruit for snack time, or to post a letter. Children have an extensive range of resources that provide positive images of our diverse society to reinforce their awareness. Children with additional needs are particularly well supported within the setting. The committee provide additional staff to support the children in reaching their full potential. Staff provide fully inclusive activities specifically to support children in their development and ensure that they are fun and meaningful.

Children develop a strong sense of belonging because staff value the children's ideas and work. An adult shows the other adults and children a model of an aeroplane that a three-year-old has made. The model is very realistic, with two wings, and the adult comments about the cameras that the child had put on each wing. Children enjoy taking the group's puppets home. They draw pictures and take photographs of what the children have been doing while the puppets are with them. All children enjoy looking at the results. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is outstanding. They receive detailed and clear information on all aspects of the provision. They are regularly invited to share their skills with the group. For example, a parent who plays a musical instrument visits when the setting's theme is 'music'. There are effective procedures to ensure parents views are sought and any suggestions acted upon. All parents are familiar with the child's key worker and view their children's records regularly. Parents talk about their child's individual play plan and are keen to be involved in their child's learning. They actively support them by providing items relating to the theme such as a variety of fresh fruit and vegetables for the café activity. All parents comment about the friendly and relaxed atmosphere. Their children are very happy and they are very pleased with their children's progress.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides care. Staff are very committed to providing positive outcomes for children. They regularly attend staff meetings and training to increase their knowledge and understanding of current childcare practices. All staff are qualified in the early years. Effective recruitment and vetting procedures ensures that staff are suitable to work with children. The committee regularly meet with staff and parents to assist the smooth running of the group. A comprehensive and detailed range of policies and procedures are used to monitor the group. However, the procedures to promote children's understanding of maintaining their own health are not always effective and do not minimise cross infection. All documentation is well organised and stored securely to maintain confidentiality.

Leadership and management is outstanding. The preschool supervisor is a strong and enthusiastic leader. She is particularly good at motivating the staff who are an effective team, working very closely with the committee. Highly effective procedures are used to monitor the nursery education which includes staff attending cluster meetings where they share good practice with the Foundation Stage teacher and other local groups. There are good systems in place to continually evaluate the provision to ensure high quality for all the children. The staff and committee are very committed to continually improving the provision.

Improvements since the last inspection

At the last care inspection the setting agreed to develop staff's knowledge and understanding of child protection issues. All staff have attended training and they have recognised the recent changes with regard to Local Safeguarding Children Boards, and have adapted their policy. This means children are well protected in the event of a concern being raised.

At the last education inspection they agreed to increase opportunities for children to develop independence during the daily routine. Children are now encouraged to pour their own drinks, choose their own activities and are able to choose resources from low level storage units. This means children develop independence quickly and their confidence and self-esteem is developing well.

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

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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 outstanding.

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):

- continue to promote children's awareness of supporting their own health by following good personal hygiene practises

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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