

Ready Teddy Go Playgroup

Inspection report for early years provision

Unique Reference Number 119511

Inspection date 28 March 2007

Inspector Jenny Howell

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Registered person Susan Lorraine Cardy

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 good.

WHAT SORT OF SETTING IS IT?

Ready Teddy Go Playgroup is owned by Susan Cardy. It opened in September 1984 and operates from a local community centre hall. It is situated in Shoeburyness, Southend. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open each weekday from 09.00 to 12.00 and Monday and Thursday afternoons from 12.25 to 14.55 term time only. All children share access to a secure, enclosed outdoor play area.

There are currently 43 children aged from two to under five years on roll. Of these, 17 receive funding for nursery education. Children come from the local area. The playgroup supports some children who have learning difficulties and disabilities and also supports a number of children who speak English as an additional language.

The playgroup employs seven staff. Four of the staff, including both managers, hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about health and hygiene as they take part in simple routines such as hand washing and learn about germs as part of a planned topic. They see staff acting as good role models, wiping down tables before snack time and talking about the reasons for doing this. Children's medical needs are well met by staff who work closely with parents to ensure that they offer appropriate care and give any necessary medication appropriately. Children are well cared for if they become ill by staff who act quickly to contact parents and comfort children until they can be collected. All staff are trained in first aid for children, ensuring that they are able to act appropriately in the event of an accident. Children learn to make healthy choices as they eat fruit and try new foods at snack time. They learn about exercise and fitness as they play indoors and out on large play equipment such as climbing frames and slides and ride around on bikes and tricycles.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment where they learn about how to care for themselves and others. All areas used by children are regularly risk assessed and action is taken to ensure that any hazards to children are removed. Children practise safe evacuation procedures and staff regularly review these and make any necessary improvements. Access to the hall is monitored so only authorised people are able to gain entry and the outdoor area is kept secure at all times. Children play safely with toys and equipment, which are regularly checked for breakages and staff closely supervise children who are climbing and sliding to ensure their safety. Children's welfare is a high priority and staff have a good understanding of their responsibilities regarding child protection, following through their concerns in line with local and national guidelines.

Helping children achieve well and enjoy what they do

The provision is good.

Children are cared for in a warm and welcoming environment, by staff who have a high regard for their welfare and well-being. They have access to toys and resources which are varied and stimulating. Children are able to select the activities which interest them, helping them to develop as independent learners. Activities are well planned by staff to meet the individual needs of children of different ages and stages of development. Staff are aware of the 'Birth to three matters' framework and their approach to caring for children under three is in line with this.

Nursery education

The quality of teaching and learning is good. Planning clearly identifies the learning objective for each planned activity and ensures that children have access to activities which will help them to make progress in all areas of learning. Staff skilfully support children's learning through the use of guidance, encouragement and effective questioning. Children's progress records show clearly what they can do and help staff to identify what they need to do next in order to help individuals make progress towards the early learning goals. Good use is made of the space available within the hall to provide children with a wide variety of learning opportunities, both

formal and informal. Good use is made of the outside space for children to exercise and develop physical skills, however, this space is not regularly used to provide experiences in other areas of learning and as a result of this some opportunities to enhance learning through the use of the outdoors are missed.

Children develop social skills as they learn to help others, talk together at snack time and listen to the ideas and experiences of others. They develop communication and language skills as they write down orders in the 'café', give granny a call on the toy telephone and sing songs together. Children develop counting and problem-solving skills as they throw balls at number targets, enthusiastically sing songs which involve subtraction such as 'five little ducks' and count in everyday situations such as at snack time. They learn about the world around them as they go on walks around the local area, go outside to find out what hail looks and feels like and play freely in sand and water. Children develop both gross and fine physical skills as they cut and stick for collage, climb the steps to the slide and hop from one number mat to another. They have regular opportunities to express themselves and learn about colour and texture as they paint, draw and select materials for their collage pictures.

Helping children make a positive contribution

The provision is good.

Children's individual needs are effectively met by the playgroup who know each child well. They cater for these needs, be they medical, physical, educational or emotional and as a result of this children feel safe, secure and valued. Children develop a sense of belonging as they have their pictures displayed on the walls and get involved in talking about the toys, books and games they would like to play with in the future. Children learn to celebrate difference and diversity as they learn about religious festivals, food from around the world and different ways of life. They have access to resources which reflect diversity including books, puzzles and play people which help them to develop an appreciation for the varied society in which they live. Children's social, moral, spiritual and cultural development is fostered.

Children behave well and have a good understanding of the rules within the playgroup. They play together happily and with help from staff are learning to share and take turns. Children develop confidence as they become familiar with the clear routines and have their achievements celebrated.

The partnership with parents and carers is good. Staff work closely with parents to get to know children and help them to settle in. They regularly share information on the progress children are making and talk to parents about how to help children make better progress. Staff listen to the suggestions parents make and use these to improve the services they offer. Parents are welcomed into the group at any time and staff offer them additional services such as making the hall and resources available for afternoon toddler groups.

Organisation

The organisation is good.

Time, space and resources are used well to provide children with a wide range of good quality play and learning opportunities. Toys are organised so that children can access them freely, allowing them to take the lead in organising their play. Staff are well deployed to support children's learning and ensure they are safe at all times. Children's care is enhanced by the range of clear and well-organised policies and procedures which are in place. These are understood by all staff and are regularly reviewed and updated.

Leadership and management is good. The playgroup has a clear vision for the care and education it aims to offer children and works hard to achieve these goals. Senior staff work well together to monitor and improve the care and education which is provided and are successful in involving and motivating staff. A good system is in place for the recruitment and vetting of staff which helps to ensure that all staff working with children have the appropriate training and skills to do so.

Overall, children's needs are met.

Improvements since the last inspection

Since the last inspection mark making opportunities, the use of mathematical language and the range of core activities have been improved. Children now have access to a range of mark making materials on a daily basis and use these in practical situations such as the 'café'. This helps them to learn about the various purposes of writing and reading. Children use mathematical language in a variety of play and everyday situations which helps them to develop both counting and problem-solving skills. Children are able to choose from a wide variety of core activities each day, including sand and water, which helps them to learn and make progress towards the early learning goals for nursery education.

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):

- make improvements as indicated in the nursery education section below.

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):

- maximise the use of the outdoor area to provide children with opportunities to make progress in all areas of learning (also applies to care).

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