



Christopher Robyns Playgroup

Inspection report for early years provision

Unique Reference Number	501467
Inspection date	09 March 2007
Inspector	Jeanne Lesley Walsh
Setting Address	The Guide Hut, 1 Mill Lane, Woodley, Stockport, Cheshire, SK6 1QJ
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Registered person	Sharon Beverley Dalton Daniels
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?

Christopher Robyn's Playgroup opened in 1998. It operates from the Guide Hut in the Woodley area of Stockport. The premises consist of one main playroom, a separate kitchen and toilet areas. The group is open five days a week from 09.30 to 13.30 during school term time only. They are registered to care for a maximum of 20 children at any one time and there are currently 30 children, aged from two to under five years on roll. Of these, three are in receipt of funding for nursery education.

The group employs five staff who work directly with the children. Three members of staff have an appropriate early years qualification. The setting receives support from a mentor from the Early Years Quality Assurance Team.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean and well maintained setting where they are learning the importance of good personal care. They are encouraged to wash their hands before touching foods, after visiting the toilet and at other appropriate times of the day. The children sing a hand washing song and pictures are displayed above the sinks to remind them how to wash, rinse and dry. Children additionally use antibacterial gel to support good hygiene when washing. Consistent cleaning routines ensure that the possibility of cross-infection is minimised.

Record forms are available for completion if the administration of any medication is required. Accident records are kept well and include full details of all accidents occurring on the premises. However, staff do not record any injuries a child may have on arrival, or obtain written consent to seek any necessary emergency medical advice or treatment for children. This lack of detail means that children may not always be protected. Three members of staff hold a current first aid certificate and there is a well stocked first aid box. This ensures that children are appropriately responded to in the event of an accident.

Children are learning about healthy exercise through activities included in the daily planning. They ride the wheeled toys and the rocking horses and climb on the climbing frame. They are singing action songs and rhymes and they are stretching themselves tall and wide. They are learning to understand spatial awareness as they say 'move so we don't touch each other.' Then they wiggle and shake, crouch and run, walk and jump as they sing songs.

The staff discuss children's individual dietary needs with the parents, including any allergies, likes and dislikes. Parents provide their own child's lunch, which is stored in the fridge if appropriate. They may also choose to contribute to healthy snacks by providing various foods, such as bananas, apples, tomatoes and biscuits. At snack and lunch times, the children enthusiastically help to wash the tables and then set them with coloured plates and cups. They take turns helping to serve the snack and they choose what they want to eat. This is organised as a social occasion, which the children enjoy. They are developing their independence and they are starting to learn about what foods are good for them.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are cared for in a warm, friendly and welcoming environment. The space available is well organised into different activity areas so that children can move around freely and safely. Their work is well displayed around the room, making it feel bright and cheerful. This boosts children's confidence and helps them to feel a strong sense of belonging in the setting. Staff give priority to children's safety and carry out regular risk assessments to ensure the general safety of all play areas. The children are learning about fire safety through regular fire drills and the fire evacuation procedure is displayed for parents' and visitors' information. A wide range of good quality toys and equipment is available and these are checked daily for safety.

Low level storage and low level tables and chairs ensure that children have easy access to them, which positively promotes their independence.

There is a child protection policy available. This is shared with parents who sign a 'protecting children' form to confirm their understanding of the responsibilities of the staff. The children are well protected because some of the staff have completed Safeguarding Children Board training. They have a sound knowledge of the appropriate procedures to follow, should they have any concerns. There is also a designated person available to liaise with child protection agencies and Ofsted, should this be required. The children are further protected because they are learning about keeping themselves safe. They enjoy visits from the policeman, the road safety lady and the fireman. They are learning about safety on the roads and 'stranger danger'. Their learning is reinforced through role play, games and activities.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and secure, and follow familiar daily routines within the setting. The staff have high expectations of the children and they develop a good knowledge of them as individuals. They observe and take time to listen to the children and they provide activities to meet their individual needs. The children are given choices continually throughout the session and they confidently select the activities they wish to do. This is developing their independence skills and boosting their self-esteem.

The children are busy and curious. They show great interest in what they do, for example, a group of children are happily developing their imagination in the role play area. They are dressing up as brides and familiar people in the community. One child is busy making the tea in the play kitchen. The kettle is on and the child is making a buzzing sound because the water is boiling. Another group of children are playing with the cars and the road mat. They carefully manoeuvre the cars around the town. One child is meticulous about keeping the cars exactly within the road lines and shows great satisfaction when the goal is achieved and all the cars are neatly parked in the car park. The children have access to a good range of activities that feed their imagination and they become absorbed in their play.

Children are developing good communication skills as the staff talk to them, asking open ended questions. They listen to the children and the children listen and respond to them. At circle time, the children confidently sing and take part in discussion with staff. The children are learning to consider other peoples feelings through role play. Both the children and the staff act out what happens when you don't share. The staff are helping children to understand how people can be upset and how we should take care to consider each others feelings by helping each other, for example, by saying 'sorry' and being kind when someone is sad. The staff are helping a child to deal with some unhappy emotions by transferring them to a cuddly teddy bear. The child soon cuddles the bear, talks to it and carries it around throughout the session, including it in snack and story time and telling the staff that the teddy is feeling better now. The next morning the teddy is waiting for the child to arrive and the child immediately cuddles him and takes him off to play. Staff are also very sensitive as children separate from their parents, providing support and reassurance that mummy will be back soon, and helping children to settle happily.

Nursery Education

The quality of teaching and learning is good. The children benefit from choosing from a range of resources that are freely available in dedicated learning areas. Staff demonstrate a clear knowledge and understanding of the Foundation Stage curriculum. This is reflected in the long, medium and short term planning, which usually follows a themed approach. There is also a system to evaluate all activities for content, quality and outcome. The key worker for each child uses observations to inform them of children's developmental stages. These are entered into individual record books and then into their 'following the footsteps' forms. This helps staff to identify any gaps, which are then followed through and included in the weekly planning. This new planning system is organised to include clear links between the 'Birth to three matters' framework and the Foundation Stage curriculum, and ensures children's individual needs are met.

Children have good opportunity to see that print carries meaning. They see letters around the room on the alphabet posters. They have free access to pencils, crayons and paper. A group of children are showing good concentration skills as they overwrite the letters of the alphabet and copy their names. Others are making lists in the office and the animal surgery and are taking messages on the phone. The children are developing an interest in reading as there is a good range of books available for them to read together or alone. They also enjoy listening to the staff read them a story. However, children's free access to the wide range of books is hindered because there are too many books crammed tightly into the bookcase, making them almost inaccessible.

Children are interested and motivated to learn. They display good levels of concentration as they engage in all activities. They become totally engrossed in their chosen activity and take pride in their achievements. Group activities help the children become familiar with different sounds, shapes and colours. They are learning to match cards and they are talking about everyday objects. Children enjoy matching the different sized teddy bears to the ones on the card. Then, unprompted, they count them all. They confidently manipulate the jigsaw puzzles and match the shape, size and number and they calculate as they sing their number rhymes. Photographic evidence shows the children measuring tables with a tape measure and with their hands. They compare the size of their hands and the bear's hands. They are beginning to understand size. They take time to finish activities and they show patience and control when they struggle to get things right. Children play cooperatively together and form friendships as they chat during their play, negotiating and helping each other. They are developing their social, language and imaginative skills. They chat confidently to adults and to each other throughout the day. All these things are helping children to become confident, sociable and enjoy good self-esteem.

Helping children make a positive contribution

The provision is good.

The children and the parents are welcomed individually into the setting by sensitive, caring staff. The children welcome each other as they sing their 'good morning' song and at the end of the session they sing a 'good bye' song. On arrival, the children quickly settle and enthusiastically begin to explore their environment. They are included in all the activities and

their individual needs are well provided for. Children learn about diversity through access to a wide range of resources and activities that promote positive images. These include books, jigsaw puzzles, dressing up clothes and dolls. They also celebrate a variety of different festivals, such as Chinese New Year, Easter and Christmas. The children are currently in the middle of a project called 'foods we tasted from around the world.' They have started to build a display on the wall and this already includes photographs of them eating with chop sticks as they are learning about Chinese foods. As a result, children are beginning to understand about differences and have respect for each other.

Children behave well in the setting because they receive meaningful praise and encouragement. The staff have high expectations of their behaviour and the children know what is expected of them. They are becoming aware of the boundaries that keep them safe, as staff and parents work together to establish a consistent approach. Staff use positive techniques to distract, explain and to encourage children to respond to the good examples they set. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents initially receive an information pack, which makes them aware of the setting's policies and procedures. They are also able to take advantage of a settling in period, which is made appropriate to each individual child. They receive information about weekly and termly activities and photographs are used to help parents and children remember their activities. These are displayed and available in albums for children and parents to see. Discussion with parents confirms that they know what their children are doing in the setting. They are clearly kept well informed of their children's progress and they are advised of current themes, songs and activities. This means that they are able to extend activities in the home. Parents state that they are happy with the staff and that their children are happy, well cared for and learning. They know they are always welcome and that the staff work closely with parents to make sure children's individual needs are met. They comfortably describe individual situations when the staff have been particularly supportive to the parents and have helped their child overcome personal issues. Parents genuinely appreciated the opportunity to support and praise the staff during this inspection.

Organisation

The organisation is satisfactory.

Children are cared for in a positive and supportive environment, which effectively promotes their individual needs. The setting offers a warm and welcoming atmosphere where children can progress at their own pace. Clearly defined areas separate the different activities available, so that children can move around freely making their own choices. Staff are well deployed and work directly with the children.

The leadership and management of nursery education is good. The manager is qualified and she leads an enthusiastic team who show commitment to their own personal development. They keep up to date with new information through regular training, which they use to enhance the quality of care and education for all children. The staff are all clear about their individual role within the setting and their individual progress is monitored through staff meetings and appraisal sessions. They demonstrate awareness of the Foundation Stage curriculum and plan activities that challenge children and help them to progress. All activities are evaluated for

quality, content and learning outcomes. The staff also work closely with parents to ensure that all the children are included and their individual needs are met.

Appropriate records are well maintained and policies and procedures help to support the smooth running of the group. However, there is no proper robust procedure for selection and recruitment of new staff, which could put children at risk. The setting have developed strong links with the Early Years Quality Assurance Team and receive ongoing advice from their support worker. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the staff were asked to promote good hygiene practice in relation to hand washing and also the provision of drinks. They were also asked to further develop assessment systems to clearly outline children's progress and identify any gaps in their learning, and review the planning documents to ensure continuity of children's individual learning.

The children now frequently wash their hands with antibacterial gel throughout the session. They are also now taught not to hold their drinking cups by the rim to reduce the possibility of cross-infection.

The staff have been working closely with their development officer to establish new systems of recording individual observations and planning. They have now developed a new comprehensive system that will help them to identify any gaps in children's learning, and to plan activities that cover all learning areas and meet children's individual needs.

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.

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):

- record any injuries a child may have on arrival and obtain written consent to seek any necessary emergency medical advice or treatment for children
- ensure robust procedures are in place for the recruitment and selection of new staff.

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 easier access to the books so they can make independent selections.

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