



## George's Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	EY337506
<b>Inspection date</b>	15 February 2007
<b>Inspector</b>	Hilary Elizabeth Tierney
<b>Setting Address</b>	Harewood Infant School, Harewood Close, Tuffley, Gloucester, Gloucestershire, GL4 0SS
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<b>Registered person</b>	George's 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?

George's Playgroup is run by a voluntary management committee of parents. The playgroup operates from a room within the premises of Harewood Infants School. The pre-school room has its own kitchenette and toilet facilities. An enclosed outdoor area is accessible from the room. The group also has regular use of the school's covered play space, main hall and outdoor play areas.

The group have been registered at this venue since 2006. Care is offered to a maximum of 24 children aged between two-years nine-months and five years, at any one time. The playgroup operates Tuesday, Wednesday, Thursday and Friday mornings from 09.00 until 11.30 and Monday, Tuesday, Wednesday and Friday afternoons from 12.15 until 14.45, term-time only. There is currently a total of 36 children and 33 funded three and four-year-olds on roll. The

group offer support to children with learning difficulties or disabilities and at present have no children who have English as an additional language attending.

There is a team of two full-time and four part-time staff who work with the children. They are all trained to National Vocational Qualification levels 2 and 3. The group receives support from the Foundation Stage consultants and the Area Special Needs co-ordinator.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are learning good health and personal hygiene practises. Staff explain clearly why they need to wash their hands at a level children understand. Children are encouraged to wash their hands before snacks, after being outside and using the toilet. Staff are good role models and children see them washing their hands before preparing food and cleaning tables with anti-bacterial spray. Children's health is well protected. They do not attend the group if ill. Parents are contacted immediately if their child becomes ill at the setting, this helps to reduce the spread of infection. All required parental permissions are in place. All necessary emergency numbers are easily to hand which reduces any delays in the event of an emergency.

Snack time is a social time for children and staff as they sit and talk about a variety of subjects which include what they are going to do next. Children demonstrate a good understanding about the importance of healthy eating, through discussion and questions. Staff provide healthy snacks daily for the children, which include a selection of apples, raw carrots, pears, bananas, and raisins. Children eat these happily and are able to take as much or as little as they require, as the plate of food is passed around the table. Drinks are readily available. A jug of water and cups are always out so children may help themselves at any time during the session. Staff have a good awareness regarding children's dietary needs and meet them well.

Children have excellent opportunities to explore and develop their bodily awareness. They have access to the school hall which is used well for physical activities, such as music and movement, balancing and climbing. Children have a chance to explore in the school playground. During the inspection children were observed taking part with enjoyment the activities of running, jumping, and using magnifying glasses to explore the insects and other small items they could find. Staff are enthusiastic and join in games with the children as they play.

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

The provision is good.

Children are cared for in a warm, welcoming, brightly decorated environment. There are many displays of children's work around the room which gives them a sense of belonging and builds their self esteem. Children have easy access to a good balanced range of resources. These are clear labelled boxes, so that children may see as well as begin to recognise the items by name. Resources are used well and in good condition.

Children are safe within the setting. Regular risk assessments which are undertaken minimise the risk of accidents. Children benefit from close supervision during play to safeguard their welfare. Through careful explanations by staff, children are beginning to learn that their actions may have consequences and they need to be careful. For example, children were carrying a box of toys back from outside, and they were told to walk slowly by a member of staff. The children understood that they may fall if they were not careful. Clearly written health and safety policies are in place and staff are consistent about ensuring they are put into practices, for example hot drinks are never taken out of the kitchenette area when children are present.

Children's welfare is well protected. Staff have a clear understanding about safeguarding children. They are clear about the procedures to follow should they have any concerns.

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

The provision is good.

Children take part in a good range of activities throughout the session. Younger children are growing in confidence, they are developing good relationships with each other and the staff. They have settled well into the new setting, and benefit from the easily accessible resources. Children show care and concern for each other and are beginning to learn how to share and take turns as they play. Staff interact well with children talking to them constantly and reminding them to take turns and share. However staff have not yet started to use the Birth to three matters framework to help them expand the younger children's experiences and achievements.

Children have good opportunities to explore and develop their imagination with a well thought out role play area. They interact well as they play and make tea for each other and the member of staff who supervises this area. Children improve their communication skills in singing familiar songs and musical activities, through staff questioning and supporting children's play well. Children have chance to explore and investigate. For example during sand play children ask why they cannot make sand castles with the sand. The member of staff explains clearly to them that the sand is soft and needs water to make it stick. She then gets some water and lets the children mix it with the sand, asking them what is happening to it as the water is added. Sand castles are then successfully made.

### **Nursery Education**

The quality of teaching and learning is good. Children are happy, excited to learn and explore. The older children have settled well into their new surroundings. They benefit from easy accessible, clearly labelled resources. Children are learning independence through staff allowing them to make choices of the activities they would like to do. Children are making good progress in their learning because the staff have a good overall knowledge of the Foundation stage and the learning outcomes. Planning has been gradually developed since their move. Key workers regularly assess children's progress with observations and assessments, but this still does not enable all staff to track children sufficiently to allow them to move children on to their next stages of learning. Children have frequent access to physical play with the school playground and covered outside areas used daily, along with the school hall which is used for music and movement, climbing and balancing activities.

The use of time and resources is well planned. There is a good balance between adult-led and children being able to self-select resources. Activities are flexible and staff regularly allow them to develop in the direction children would like to go. Children enjoy taking part in all activities this is because staff take an interest in what they are doing, praising and encouraging them as they complete a task. Mathematical language is used well by staff and helps children understand the concepts of adding and taking away. For example children were making a long 'snake' with beads, they talk about how long it is, how many beads there are, how short or long it would be if some were taken away or added. Children then take the length of beads around the room taking great delight in showing all the other children and staff.

Children show interest in living things, when outside in the school playground they have magnifying glasses which they use to explore the play ground surface, grass, each other and insects they find on the ground. They take great delight in looking at each others eyes through the glass discussing whether their eyes are big or small. Children have regular access to writing materials, the role play corner has pens, paper, clipboards and diaries that the children are able to make marks on. Clearly labelled items helps children start to recognise names and letters.

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

The provision is good.

Children gain a good awareness of the world around them and the diversity within the community with a good range of resources and through celebrating festivals. Children show a sense of belonging through the playgroup 'Thank you' prayer which is said daily after snacks. The individual needs of children who attend are met well and those with learning difficulties and disabilities are welcomed warmly and receive good support. Staff are aware of children's needs and are sensitive to them.

Children are well behaved. Spiritual, moral, social and cultural development is fostered. Children understand the boundaries set by staff. They demonstrate a good awareness of these when they walk between rooms to the school hall for physical play and when they go to the school playground for outside play. They walk carefully and calmly. Children understand right from wrong and respect for others. Staff are good role models. They give children clear explanations that explains to them the impact of their actions on others. Staff offer praise and encouragement to the children in a natural and effective way, which helps to encourage their good behaviour.

Partnership with parents is good. Children benefit from this relationship that has developed between parents and staff. Good information is shared with parents, through regular newsletters and questionnaires that help staff provide a good service. Parent helpers are involved and help support children's play effectively. Parents are happy with the care provided, information they receive and feel staff are approachable. They have a clear idea about the complaints procedure should they need to use it. Due to the school policy parents are not able to leave children in the room, staff collect them from the playground. However on Friday mornings parents are able to visit the room, when their children show them what they have been doing. Parents enjoy this time and will use this time to speak to the staff in more detail if they need to.

## **Organisation**

The organisation is good.

Leadership and management are good. Staff are committed, energetic and enjoy being with the children. Adult to child ratios are good and staff are deployed well during the sessions to ensure children are safe and happy. Staff work hard to provide a good range of activities for the children to enjoy. The committee communicate with the staff successfully and offer daily support for them. Staff are receptive to new ideas and committed to improving the care they provide. However planning of activities for the younger children is not done and restricts the expansion of their experiences and achievements. Planning for the older children does not enable staff to recognise targets for them and allow them to support them adequately.

There are good systems in place to identify staff's needs for future training and are linked to yearly appraisals. The new committee have good procedures in place to ensure the recruitment and subsequent vetting of new staff protects children at the playgroup. Policies and procedures have recently been reviewed, are organised well and shared with parents. Registers and records of visitors are kept up-to-date and in order. Records and documentation are stored securely to maintain confidentiality. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration 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):

- develop planning and activities for the younger children in line with the Birth to three matters framework

### **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):

- develop further written plans so that all adults are able to recognise targets for children and support them adequately.

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