



Stawley Under 5s Playgroup

Inspection report for early years provision

Unique Reference Number	143081
Inspection date	07 July 2005
Inspector	Rachael Williams
Setting Address	The Cricket Pavillion, Appley Cross, Stawley, Wellington, Somerset, TA21 0HH
Telephone number	01823 672867
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Registered person	Stawley Under 5s 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?

Stawley Under 5's operate from the cricket pavilion situated in a large, enclosed field on the edge of the rural village of Stawley, Somerset. The pavilion offers an attractive, light room, and purpose built enclosed outside play area at the rear.

The group are currently open Wednesdays and Thursdays, between 09:30 and 15:00. They are registered for 20 children aged two to five years and currently have 14 children on roll. This includes eight children who are in receipt of nursery funding.

Children attend for a variety of sessions.

There are three members of staff who work directly with the children. The supervisor has an early years qualification to a level 2 standard. She is supported by two part time staff; one of which has a level 3 qualification in childcare.

The group are supported by Early Years Development and Childcare Partnership and the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are settled and happy within the well maintained environment. Staff are friendly and approachable and good relationships have been established to meet children's emotional needs. There are good opportunities to promote children's social skills, such as during snack time and circle time, where children engage in meaningful conversations.

Children are introduced to a healthy lifestyle through a range of nutritious snacks being provided. Healthy eating is discussed regularly at lunchtime and through topics. For example, children explore the benefit of fruit through their role play.

Children are aware of hygienic practices and confidently wash their hands at appropriate times. Children benefit from the confidential recording of medication and receive appropriate treatment from staff who have relevant first aid qualifications. There is limited information to protect children from illness for example, parents are not informed of exclusion information for children who have sickness and diarrhoea.

Children show good awareness of their own physical needs, such as visiting the toilet independently and requesting drinks after being active outside. Children comment on the effects exercise has on their bodies, such as 'I'm hot and sweaty'. There is a good range of equipment to encourage children to be active, such as the climbing frame, where children show good coordination and confidence in their movements. However, staff do not sufficiently challenge children to develop new skills on the equipment, such as learning to peddle a tricycle. Children show good spatial awareness when negotiating pathways around the pavilion on the tricycles.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The premises are airy and light and children settle quickly in the well maintained pavilion. Space is organised well to enable children to move safely around the room. Children benefit from secure premises to ensure they are protected fully. Staff are good at identifying potential risks however, they are not all included on the appropriate risk assessment showing how they will be addressed to protect children further. For example, staff have identified the risk of steep steps leading to the

enclosed play area and feel children would benefit from a hand rail. Appropriate collection procedures are in place to ensure children are collected by a suitable adult however, contact details are not consistently recorded.

Clear induction arrangements ensure that staff are aware of the appropriate fire procedures. However, fire doors and equipment are obstructed and a designated meeting place is not clearly identified to ensure children are sufficiently protected. Clear routines and explanations encourage children to be aware of safety issues, such as when using the climbing frame where children are aware that they need to be careful and that you have to wait for the person in front to be off the slide before you can have your turn.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle quickly into the well organised setting. Strong links are established between staff and children which ensures they are confident and happy. They explore their environment independently and are supported well by staff in their choice of activity for example, when creating a duplo boat. Children are very sociable. Social skills are promoted well by staff to help children enjoy their activities, exhibited in their ability to play cooperatively and to take turns on the climbing frame.

Children achieve through staff's ability to promote learning through play effectively. Planned activities are adapted well to support younger children's needs which are effectively evaluated. However, some activities do not support children's age and stage of development sufficiently to promote learning in all areas. Children speak clearly, responding confidently to staff's questions and meaningful interaction for example, at lunchtime when talking about their experiences.

Nursery Education.

The quality of teaching and learning is good. Children enjoy a range of planned and interesting activities which help them progress towards the early learning goals. However, some areas of learning have not been sufficiently monitored to provide a balanced curriculum. Effective evaluations of the 'basic provision overview' shows children's enjoyment of a range of additional activities which support their development. However, these evaluations are not used effectively, in line with assessment records, to clearly identify children's progression and achievements.

The good use of a range of teaching methods help children to develop their understanding and acquire new skills. Through clear explanations and effective questioning, children use descriptive language well to describe the texture and shape of a range of shells. Stories are used well to promote communication skills and children respond well to the retelling of a favourite story. Children are proactive in their learning and make decisions, such as when asked to decide which, out of three, books are to be read. Staff deploy themselves well and respond to children's learning. For example, a junk modelling activity is adapted as a child, on seeing the cardboard tubes, wished to make a pair of binoculars which was encouraged effectively by staff.

Children are developing good numeracy and literacy skills through daily routines, such as recognising and tracing their name during snack time and counting how many children and adults there are altogether at registration time. Children are developing good coordination skills through the provision of a good range of construction kits and tools. For example, children manipulate a screwdriver well to link pieces of duplo together to make helicopters. Children participate enthusiastically in singing and enjoy playing a range of musical instruments from around the world. Children enjoy role-play activities in particular acting out familiar experiences and stories, such as 'We're going on a bear hunt'. Although children participate well in the good range of planned, creative activities there is little opportunity for children to fully develop freely and imaginatively.

There are good opportunities to promote children's personal, social and emotional development. Children are confident and happy settling well into the bright and inviting environment. They are keen to share books, handling them appropriately, in the comfy reading area. Children show pride in their creations and share them with staff. Good relationships have been established and children are kind and caring. For example, children are keen to help each other, such as when a child dismantled a model so that his friend could have a wheel for her model.

Helping children make a positive contribution

The provision is good.

Children are happy and confident within the setting. Friendly and supportive staff support the children well so that they settle quickly to their self chosen activities. Children behave well and are aware of each other's needs for example, older children support younger ones in their play, such as rolling play dough wheels to complete a car. Effective strategies and realistic expectations from staff ensure children are clear on routines to help them in their choices. Children learn to share and take turns showing kindness to each other, such as when new children join the group. Children are verbally praised by staff for their achievements and good behaviour exhibited in their positive self-esteem. However, children's contributions are not consistently valued and acknowledged for example, their creations are not shared through the use of displays.

The partnership with parents is good. There is a good range of information available to parents however, this is not effectively displayed at present. Children thrive from the ongoing communication between staff and parents to ensure their needs are met. Parents are encouraged to be involved in the setting and are invited to take an active role on the committee and to volunteer on the parent rota. Children's achievements and progression are carefully monitored and shared regularly with parents to maintain continuity for the children. For example, parents attend an informative parents evening twice a year to formally share children's progression.

Children with special needs are well supported through clear identification of their developing needs. Staff are good at adapting activities to promote learning for all children to ensure they are included. A good range of resources encourages children to observe the diversities in our society in everyday play opportunities, such as

dressing up and role-play. The positive attitude of staff helps foster children's spiritual, moral, social and cultural development.

Organisation

The organisation is satisfactory.

The spacious, well equipped environment is used well to promote care and learning. Good relationships and appropriate supervision by experienced staff ensure children are well protected and cared for. Although staff have good knowledge of the children and their development appropriate training and qualifications have not been met. The policies and procedures are readily available to parents although, a lost child policy has been omitted. Documentation is stored securely and confidentially. Overall, the provision meets the needs of the children who attend.

The leadership and management of the setting is satisfactory. The new chairperson and committee members work well together to support the staff for example, through their recent transition to new premises and the employment of new staff. The chairperson and supervisor are pro-active in identifying areas for improvement, such as the development of a key worker system as numbers grow and the support for more able children. The supervisor has good understanding of her role and has established effective teamwork to promote children's learning. There are insufficient arrangements, at present, to monitor the provision effectively, such as staff performance, planning to provide a balance of experiences and assessments to clearly show progression to ensure children are receiving progressive care and education.

Improvements since the last inspection

At the last care inspection recommendations were raised relating to health, safety and partnership with parents. Most of these have been sufficiently addressed.

The new pavillion has an appropriate fire warning system which is checked regularly to ensure the children's safety. Some fire doors remain obstructed and fire saving equipment is not easily accessible. Appropriate socket covers are used to protect children. Consent to administer medication has been obtained from parents and is recorded and shared appropriately to maintain children's health. Parents are well informed of the complaints procedure and a poster is displayed to provide them with additional information.

At the previous nursery education inspection key issues were raised relating to planning and assessment and monitoring and evaluating the provision.

Planning has been developed to show how children progress towards the early learning goals. Children's progress is evidenced through a collection of children's achievements, photographic evidence and annotated observations. However, the assessment system does not clearly and consistently identify the child's stage of development to influence future planning. Suitable levels of challenge are promoted in most areas of learning.

A rigorous system to monitor and evaluate the provision is not yet available. Staff performance, planning and assessment systems have not been sufficiently addressed to identify and improve the areas for development.

Complaints since the last inspection

There are no complaints to report.

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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):

- develop and implement an action plan that sets out how the supervisor will achieve a level 3 qualification
- ensure physical activities encourage children to be effectively challenged to develop new skills

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 a system to effectively monitor and evaluate the provision for nursery education
- develop planning and assessment to ensure children are making progress towards the early learning goals

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