



Redcar Sunny Days Playgroup

Inspection report for early years provision

Unique Reference Number	EY342162
Inspection date	14 February 2007
Inspector	Elaine Marie McDonnell
Setting Address	Redcar Community College, Kirkleatham Lane, Redcar, Cleveland, TS10 4AB
Telephone number	01642 486 120
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Registered person	Redcar Sunny Days 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 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?

Redcar Sunny Days Playgroup is owned and managed by a voluntary management committee. It has been registered at the current premises since September 2006. The playgroup operates from a new, portable building within the grounds of Redcar Community College, in Redcar. The provision was registered at other premises prior to this date, from 1977.

A maximum of 36 children under five years may attend the playgroup at any one time. There are currently 43 children on roll aged from two years to four years. Of these, five children receive funding for early education. Children mainly come from the local area and the setting supports children who speak English as a second language.

The provision is open each weekday from 09.30 to 12.00, during school term-times only. Children have access to two separate rooms within the building and there are also two secure, enclosed

outdoor play areas. Seven members of staff are employed to work directly with the children; all hold appropriate early years qualifications. Volunteers and committee members also work at the provision and the playgroup works in partnership with the secondary school on site.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff follow good health and hygiene procedures. For example, the premises and equipment are kept clean and hygienic, tables are thoroughly cleaned before snack time and staff wear aprons when serving food. Children are encouraged to learn about personal hygiene through the daily routine and older children understand the importance of hand washing. Appropriate accident and illness procedures are in place to protect children's overall health, for example, the exclusion of children with infectious illnesses. Good medication and accident records are available, are well kept and up to date.

Children are well nourished. They receive varied snacks each session such as yogurt, cheese and crackers, toast and fruit and milk. Drinking water is also readily available. Snack time is observed to be a relaxed and sociable occasion. Children have their health and dietary needs met because staff work well with parents to obtain written information about individual requirements and family preferences. Children have some opportunities to learn about healthy living, through discussions with staff and when playing a 'nutritional lotto' game.

Children have good opportunities to enjoy physical activity indoors. For example, they are involved in action rhymes on a regular basis and participate in 'gym' or 'music and movement' activities on a weekly basis. A 'wild garden' is planned outdoors for the near future. Children do not sleep at the playgroup but have opportunities to be involved in quiet and restful activities, such as reading and drawing.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Good steps have been taken to ensure that children are cared for in a safe environment. For example, the premises are kept secure, a record of visitors is maintained, risk assessments have been conducted and emergency evacuation procedures are practised every half term. Children learn to keep themselves safe when involved in fire drills. Written safety procedures for outings are also in place.

Children are warmly welcomed into the setting by staff and a range of interesting activities are attractively presented for their arrival. Some tables are also left clear for children to choose what they would like to play with. Children have easy access to a good range of toys, equipment and furniture, and select these independently and confidently. Staff ensure that resources are safe and suitable for children's use with regular checking and cleaning routines.

Children are well protected because staff understand their role in relation to child protection issues and are able to put appropriate procedures into practice when necessary. Written

'safeguarding children' procedures are in place and some staff have had access to child protection training.

Helping children achieve well and enjoy what they do

The provision is good.

Children are involved in a good range of activities that cover all areas of development. For example, craft activities, water and sand play, discussion times, computer, threading, listening to stories, action rhymes and role play. However, there are currently limited large, physical play activities available outdoors, as the outdoor areas are in the process of being developed. Staff have a good understanding of 'Birth to three matters' and the framework is well implemented. Children's ability is observed and recorded by staff and their progress is shared with parents. Good activities are planned and are well evaluated.

Children develop confidence and self-esteem well when praised and encouraged by staff. For example, when helping to tidy away and wipe the tables after snack time and when cooperating well with others. Children show a lot of interest in what they do and enjoy the activities and resources available. They are busy and occupied at all times. Children are encouraged to answer questions to aid their learning and understanding. For example, they are asked to count the people around the table and decide how many chairs and yogurts will be needed for snack. Children have very good opportunities to be independent and use their initiative, such as when choosing what colour to put in the water and when ringing the bell to inform everyone that there will soon be a change to activities or routine. They also pour their own milk from small jugs at snack time and butter their own toast.

Children respond to challenge and concentrate well on activities of their choosing, such as when playing with the water and drawing on the dry-wipe and weather boards. They acquire new skills and knowledge, such as when learning less common words to describe the weather. For example, they talk about the opposite of windy being 'calm' and the weather is not warm or cold but is 'cool' outside. Children have good opportunities to learn about wider society and begin to appreciate their own culture and the cultural traditions of others. For example, they learn effectively about Chinese New Year and also learn about Christmas. There is also a good range of resources available which positively reflect the wider world, such as books, puzzles, dressing up clothes, dolls and play people.

Nursery Education.

The quality of teaching and learning is good and children are making good progress towards the early learning goals. Staff have a sound knowledge and understanding of the Foundation Stage and of how young children learn; the curriculum is effectively implemented. Teaching meets the needs and interests of all children and staff use time and resources well to enable the children to make as much progress as they can. The learning environment and programme of activities are well planned to suit the needs of the children and reflect the community the children come from and the wider world. Teaching methods interest the children, help them to become focused and able to resist distractions and concentrate for some time, for example, during 'weather' time. The inclusion of all children is actively planned for and monitored. Staff

observe and record children's ability and assess the 'next steps' to help move children onto the next stage in their learning.

Children have a positive approach to new experiences and enjoy learning about Chinese culture. They show good independence when selecting and carrying out activities. Children feel safe and secure in the playgroup and demonstrate a sense of trust; they make good attachments to adults in the group. Children demonstrate a sense of pride in their achievements when showing staff their completed artwork. They are involved in the 'boosting language, auditory skills and talking' (BLAST) programme in small groups, to promote their language and listening skills. Children listen to stories with interest and enjoy favourite books. They handle books carefully and older children know that information can be relayed in books, for example, when looking through pages for information on the weather. Children are good at recognising familiar words such as their name. They engage well in many activities requiring hand and eye coordination and use one-handed tools and equipment, such as when threading, pouring, cutting, drawing, painting and completing jigsaw puzzles. Older children show an interest in numbers and counting, and some can count up to 10. They enjoy joining in with number rhymes and songs, and help to solve simple number problems such as how many chairs and cups will be needed for snack time. They show a good awareness of shapes and can name the different shapes of the toast.

Children show interest when exploring objects, for example, items relating to Chinese culture. They show curiosity, observe and manipulate objects, such as the globe, when discussing weather. Children know a lot about the weather. They investigate collage materials and realise that tools can be used for a purpose, such as when gluing or cutting. They show an interest in information and communication technology and know how to operate simple equipment, such as the mouse and keyboard. Children are learning about a sense of time and place when involved in certain planned activities. For example, they bring photographs from home to show themselves as babies and also to show their position in their family. Children manage their bodies well to create intended movements when involved in action rhymes. They manipulate objects well, such as play dough and utensils, jigsaw pieces and sand and water utensils. They show increasing control over clothing items such as aprons, and can manage to put these on independently. Children enjoy role play and imitate what adults do, for example, many children play at preparing food and drinks in the home corner to serve to adults in the room.

Helping children make a positive contribution

The provision is good.

Equal opportunities are well promoted as all children are included and involved; their individual needs are well met. Good procedures are observed for settling individual children into the playgroup and staff work on a one-to-one basis with children that require some additional support. Appropriate procedures are in place for the identification and assessment of children with learning difficulties or disabilities. The setting currently supports children who speak English as an additional language. Children's spiritual, moral, social and cultural development is fostered.

Children thoroughly enjoy being in the playgroup and enjoy the activities available. They are settled and happy and make positive relationships with adults and peers. They are well behaved

and behaviour is effectively managed by staff who promote a positive environment where good behaviour is promoted and encouraged.

Partnership with parents and carers is good. Parents are kept informed about their child's development, progress and achievements through regular discussions with staff. Parents also receive 'review' records of their child's development to read, sign and include any comments if they wish. Parents receive good quality information about the provision and about the educational programme. A 'comments, concerns and complaints' book is available in the entrance area for parents to use. Parents and carers are invited to be involved in children's learning. For example, notices ask for adults to help in the playgroup by supporting children on the computer. Adults have also accompanied the group on trips and outings. Two parents interviewed at the time of inspection expressed very positive comments about the provision and about the staff in particular.

Organisation

The organisation is good.

Recruitment and vetting procedures are rigorous and robust enough to ensure that children are well protected and cared for by staff with relevant experience, knowledge and skills. All staff members have an early years qualification and several members of staff have a suitable first aid certificate. They have good access to ongoing training and development courses.

Staff have high regard for the well-being of all children and children receive very good adult support and attention. Attendance records and observation indicate that adult to child ratios are effectively maintained and are sometimes above minimum recommendations. Deployment of staff contributes positively to children's care, learning and play.

Policies and procedures work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Staff have a good understanding of the policies and procedures of the setting and these are well implemented. Overall, the provision meets the needs of the range of the children for whom it provides.

The leadership and management of the provision is good. The leader has a clear vision for nursery education with a strong focus on the personal development of all children. She is currently in the process of developing the outdoor play areas and updating the computer system. The leader motivates staff and children well. She has a very calm and gentle manner which is mirrored by other staff, resulting in children being cared for in a calm, relaxed and friendly environment. The leader builds committed teams, has high expectations of staff and acts as a good role model, showing respect for colleagues. An induction procedure for new staff is in place and the professional development of all staff members is monitored during annual appraisals. The leader and staff have a very positive attitude towards personal development. Since registration, they have attended training on first aid, communication and computers in relation to the Foundation Stage of learning and a member of staff has completed a National Vocational Qualification Level 3 course. The leader and staff are proactive in monitoring and evaluating the curriculum to identify strengths and areas for improvement. This is done during staff meetings on a weekly basis, which staff have commented they find very valuable. The setting works very well with the local authority to evaluate and improve the

nursery education offered. The manager and staff have worked hard to ensure that the provision received 'forming firm foundations' Quality Assurance in December 2005.

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.

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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):

- continue to develop the outdoor play areas and the range of large physical play activities for children (also applies to nursery education)

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):

- make improvements as indicated in the care section above.

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