



Craven Arms Playgroup

Inspection report for early years provision

Unique Reference Number	224082
Inspection date	19 May 2005
Inspector	Kathryn Mary Harding
Setting Address	Craven Arms Community Centre, Shrewsbury Road, Craven Arms, Shropshire, SY7 9QQ
Telephone number	01588 672 847
E-mail	
Registered person	Craven Arms Playgroup
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Craven Arms Pre-School has been registered since 1984. It operates from one room, in the Community Centre in Craven Arms. The pre-school serves the local area. The setting is registered to take 20 children aged from 2 years to 5 years.

There are currently 33 children on roll. This includes 18 funded children.

The group supports children with special educational needs and children who speak

English as an additional language. The setting is open five days a week from 09:15 to 12:00. term time only and children attend for a variety of sessions.

There are five staff working with the children, two staff have child care qualifications. The group receives support from the Early Years Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health within the setting is supported appropriately by staff who have a satisfactory knowledge of health and hygiene procedures.

Children enjoy a wide range of activities which contribute to their good health. Outside visitors, such as, the dental hygienist are invited into the setting to promote children's good hygiene practices. They are cared for in a warm clean setting where they learn the importance of personal hygiene. They know, for example that it "stops germs spreading" when they wash their hands after using the toilet and before eating. However children wash their hands in a communal bowl which could lead to cross contamination.

Children's good health is promoted as they are offered nutritious snacks such as, fruit and toast. They know that "milk makes your bones strong". Snacks comply with special dietary requirements to ensure children remain healthy.

Children are able to help themselves to drinking water throughout the session.

Procedures are in place to administer medication to children, if the need arises, but prior written parental permission needs to be obtained.

Each day there are outdoor activities to help children develop control of their bodies, for example throwing, catching and kicking balls. Planned daily physical activities improve children's physical skills. Children become increasingly aware of the way activity affects their bodies and know when they are too hot and tell staff that they need to take their jumper off.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Staff provide a warm, welcoming environment for children and parents.

At child-initiated times children independently select activities from a wide range of good quality toys and equipment, which meet safety standards. Resources are organised in storage that is at child height to encourage children's independent access, but children mainly choose the toys put out by staff.

Although staff undertake risk assessments before going on an outing with the

children, regular risk assessments of the indoor and outdoor areas need to take place to ensure that children are kept safe.

Children learn how to keep themselves safe as they have had a visit from the road safety officer and during the topic of "People who Help Us" they learnt about how to contact the emergency services. They are reminded by staff to walk in the setting so they do not trip and hurt themselves.

Staff have the required procedures and documents in place to ensure children's welfare is safeguarded and promoted. For example, all staff hold a current first aid certificate and have a satisfactory understanding of child protection procedures in line with the local Area Child Protection Committee procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time in the pre-school and staff have fun with the children, giving them a sense of belonging and making them feel valued.

Staff use their developing understanding of early years guidance, such as Birth to three matters and the Curriculum guidance for the foundation stage, to plan and provide a range of activities that interest children. A record of activities is maintained, containing children's work, paintings and photographs, showing what the children have been involved in during their time in the setting.

Children have opportunities to make decisions about what they want to play with, so increasing their independence, but do not always help themselves to the available resources. They play happily together and concentrate for sustained periods of time when playing with construction sets and take turns when playing board games.

Close and caring relationships increase children's sense of trust and help them develop a strong sense of self. Children work well together. For example, younger children are helped by older children to tidy up.

Nursery Education.

The quality of teaching and learning is satisfactory.

Children are interested in what they are doing and staff support them where necessary in their play, making children feel valued. Staff are sensitive to children's interests but often miss to extend children's thinking and learning during the routines of the session.

Children access a good range of well chosen resources which support their development across all areas of learning. They behave well, with staff continually praising and encouraging them, so enhancing their self-esteem. Staff act as good role models as they thank children for helping them tidy up.

Children show their possessions from home, with staff gently encouraging less

confident children, giving them a sense of belonging. At child-led times children freely choose from the resources that are put out by staff. In order for children's self confidence and independence to be further promoted they need to be able to make decisions about their play.

Three-year-olds listen intently to stories, become involved in them and staff relay stories in a lively way, so encouraging and motivating the children's interest in books. The use of children's name cards encourages the children to recognise print. Children readily access the post office where they learn to mark-make for a purpose.

Children's mathematical development is not fully promoted as opportunities for children to show an interest in numbers or counting are not utilised. Children do not have opportunities to show an interest in simple number problems or look at and talk about shape.

Children gain knowledge of the world around them and of time and place through a variety of activities. They have visitors into the setting such as the road safety officer to enable the children to have an understanding of the world around them. They visit local places of interest such as the fire station to look at their local community. They freely talk about their families and their lives and important events to them, so making them feel valued. A computer with educational programmes is readily available and children access this to support and consolidate their learning.

Children's physical skills develop and improve through a wide variety of experiences, provided by staff, including activities to develop skills of throwing, catching and kicking.

Children explore using their senses different textures and materials. Children play imaginatively in the post office and confidently deliver letters to staff. They have limited opportunities to talk about colour. Due to organisation of the room and resources children have limited access to creative materials to enable them to develop their own creativity and make their own creations.

Systems are in place should the setting care for a child with special educational needs.

Overall, children make satisfactory progress in all areas of learning.

This is recorded in photographs, children's work and written detailed observations which link well to the stepping stones.

Records of children's progress are attractively presented and shared with parents. However assessments and observations need to link into the planning to ensure the next steps in children's learning are catered for.

Helping children make a positive contribution

The provision is satisfactory.

All children are welcomed and play a full part in the pre-school because staff value and respect each child as an individual. Staff provide a satisfactory range of resources to promote a positive view of the wider world and increase children's awareness of diversity and their understanding of others. This helps children develop a positive attitude to others. For example, they talk about different festivals such as Chinese New Year and Divali. Children are generally well behaved. They take turns when playing games and show care and concern for others. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents is satisfactory. Staff ensure that parents know how their child is progressing and developing through informal discussions and if they choose they can request an appointment. However this process could be extended further, so parents have opportunities to share what they know about their child and be more involved in their learning, so it is enhanced.

Organisation

The organisation is satisfactory.

The appraisal system ensures that the pre-school's comprehensive policies and procedures are consistently applied.

Policies and procedures are used effectively to promote the welfare, care and learning of children. They are shared regularly with parents to keep them well informed about the service and their child's activities. This contributes to continuity in the children's care. Staff work together well to promote children's health, enjoyment and achievement.

However the organisation of the room and resources does inhibit the creative development of the children, as the children cannot readily access craft resources.

The leadership and management of the setting is satisfactory. Staff are supported well by the committee. They are developing a key worker system so children's individual needs can be met. They are committed to continuous improvement and development and attend relevant training courses.

Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

The last Children Act inspection required the displaying of a current insurance certificate. The setting is insured but due to administrative reasons at the insurers a current insurance certificate is not displayed.

The last Nursery Education inspection recommended that staff's knowledge and understanding of the early learning goals be improved. The staff team had only just taken over the group. Staff now attend any relevant training courses or workshops. It was also recommended that the organisation and management of the group and the activities extend the learning of the three and four-year-olds, so they remained

interested and involved. Staff now plan activities that interest the children and children behave well.

Complaints since the last inspection

There no complaints to report.

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 satisfactory.

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):

- Ensure that risk of cross contamination is minimised and written authorisation for the administration of medication is obtained.
- Ensure that parents are given opportunities to be involved in their child's learning and be encouraged to share what they know about their child.
- Ensure that the organisation of the room and resources enables the children to fully benefit from the activities on offer.
- Ensure that regular risk assessments are undertaken.

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's learning potential is fully developed during the routines of the session.
- Ensure that the observations and assessments undertaken on the children link into the planning to ensure that children's individual needs are catered for.
- Extend opportunities for children to develop their early mathematical skills.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and*

concerns about inspectors' judgements which is available from Ofsted's website:
www.ofsted.gov.uk