



Daventry Community Association Playgroup

Inspection report for early years provision

Unique Reference Number	219950
Inspection date	06 July 2005
Inspector	Rachael Mankiewicz

Setting Address	Daventry Community Centre, Ashby Road, Daventry, Northamptonshire, NN11 9QG
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Registered person	Daventry Community Association
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?

Daventry Community Centre Playgroup is held in the Community Centre in Daventry. It is a committee-run group with close links to the Community Centre Association. The group has been running since 1977. Children attend from the surrounding urban area, and many go on to the adjacent Falconer Infants' School. The playgroup has the use of two playrooms and a large hall for physical play. The group makes regular visits to the infant school to make use of their covered large-play area. There are

facilities for preparing snacks in the rooms and a toilet area is close by.

The group is open Monday to Friday from 09:15 to 11:45 during term-time only. Four members of staff currently work with the children. The two supervisors and another member of staff have NVQ Level 3 qualifications in early years child care. There are currently 20 children on roll and 14 of them receive funding for their nursery education. The group is able to support children who have special educational needs and those who are learning English as their second language. The setting receives support from a teacher from the Early Years Development and Childcare Partnership and has membership of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's understanding and awareness of good health and hygiene is promoted as they see staff carry out positive hygiene procedures and try to copy them. For example, the children wrap the crackers and cheese they prepare and label them for eating at snack time later in the session. They are reminded why they wrap them. Their individual needs, particular allergies and dietary needs, are acknowledged and appropriate action is taken. Parents' wishes are respected. Children access extra water from a dispenser during the session and they are reminded to drink after they have taken part in exercise.

Children develop a good awareness of a healthy lifestyle as they partake in a good range of physical activities during free play and the organised activities in the hall and at the outdoor area at the adjacent school. They begin to realise that they experience changes to their bodies as they exercise. Children move spontaneously around the room with increasing control and co-ordination, and developing an awareness of the space around them and the close proximity of others.

Children benefit from a clean and child-friendly environment. Their welfare is promoted because staff have up to date first aid knowledge which is used in the event of any accidents, and appropriate procedures are in place if children are unwell.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe as a result of the adults' good awareness of health and safety. They move freely and develop their play and ideas in a safe, secure environment because staff are vigilant and their practice is based on risk assessments to reduce potential hazards. Children use a variety of good quality toys and play equipment which are checked by staff to ensure they are safe and suitable for children's individual needs and their stages of development. They learn about safety within planned and unplanned play and learning activities. For example, they talk about

keeping themselves safe as they read the story about the monkey on the bike and skate board, involving road safety and wearing protective elbow pads. Children begin to take responsibility for themselves as they are aware of how to walk during outings and why they must not run off or talk to strangers. Children are well protected by staff who have a clear understanding of local child protection procedures to ensure the welfare, safety and protection of the children in their care.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and enjoy coming to the setting. They settle straight away to activities and play opportunities which develop their emotional, physical, social and intellectual capabilities. They show their curiosity and good hand-eye co-ordination as they decorate cakes; expressing their preferences for the different toppings and offering their own ideas. They are building confidence as they climb the climbing frame, and play co-operatively and imaginatively when they turn the structure into a house and office. Children generally progress because staff plan a stimulating range of activities which cover all areas of their development based on the curriculum guidance for the foundation stage, with adaptations made for the younger children.

Nursery Education.

The quality of teaching and children's learning is satisfactory. Staff have sufficient understanding of the early learning goals and planning is based on the six areas of learning using practical experiences and play. Children are motivated and enjoy taking part in the activities provided. They listen to instructions and explanations and co-operate well. Staff make good use of questioning to challenge children's thinking and help them move on in their learning, although the level of challenge for some individuals may be limited. Children make progress towards the early learning goals as can be seen through an effective framework of observation and assessment. Planning for the future is not based on the evaluation of previous activities nor the contributions of information from parents, and does not offer appropriate challenge.

Children develop their independence as they select from the activities, wash their hands before snack time, and help to tidy away. They form positive relationships with the staff and their peers, such as seeking out others to share the experience of the arctic scene in small world play. They use their imagination well during role play activities and creative art work. Children enjoy singing songs and participating in action rhymes, and use musical instruments to investigate sounds and rhythms.

Children speak confidently and have access to a range of books and listen well to stories. All older children recognise their names and other familiar words, for instance as they place them in the appropriate tray when choosing their drink for snack time. They make marks enthusiastically and develop early writing skills using a variety of different implement; with older children writing recognisable letters in their names. Children develop their mathematical understanding by solving simple problems in planned and unplanned activities, such as counting spoonfuls of ingredients and matching with the correct number on the kitchen scales.

Children's learning is supported by the effective use of resources including measuring scales, remote controlled toys and other forms of technology. They consolidate their learning using programmes on the computer such as sequencing stories and comparing size and colour. They show an interest in the local environment as they visit the school, go on walks to post letters and enjoy visitors to the group. Children investigate materials brought in from outside, such as soil and plants, and capacity is explored with sand and water using language to describe size, shape and position. Generally, all children concentrate well and persevere at their chosen activities.

Helping children make a positive contribution

The provision is satisfactory.

Children settle well into the welcoming playgroup, separating happily from their parents and gaining self-assurance and confidence as they play with other children and adults. Children begin to feel a sense of belonging as they develop an awareness of their local community and the wider world through planned activities, visits to the adjacent school and the town, and visitors to the playgroup. They learn to respect themselves and other people as they use a range of resources reflecting positive images of diversity and take part in craft activities and celebrations of Christmas, the Chinese New Year and Diwali.

Children show concern for each other when children are upset or not having their turn in an activity, for example on the computer. They begin to understand that some children have different needs from themselves. Children with special educational needs and children who speak English as an additional language integrate within the group because the staff are aware of the procedures and practice to follow to ensure that all children are included and that individual needs are acknowledged. This practice is underpinned by good partnerships with parents which help to promote the learning and welfare of the children. Written agreements with parents are clear and detailed. Information about the children's care and development is shared informally and diaries are exchanged but not readily used. Regular newsletters, notices and displays on the notice board are available to advise parents about the playgroup.

Children are generally well behaved. They know what is expected of them because staff discuss any problems and help children to understand boundaries. This, along with the other aspects of personal development, fosters children's spiritual, moral, social and cultural development.

The partnership with parents and carers of children who receive nursery education is satisfactory. Parents' views about their children's needs and interests are sought when their children join the playgroup. This enables staff to initially build on what children already know but it is not carried out again during the children's time at playgroup until they leave. Parents speak very positively about the setting and the verbal information they receive about their children's learning and achievements. However, there is no clear system to inform all parents about their children's progress towards the early learning goals and to seek their views. This means that parents may not always have information about the foundation stage, daily plans and their

children's progress. Children's learning at home is not encouraged by the playgroup, and parents' comments may not be used to plan the next stage in learning for all children.

Organisation

The organisation is satisfactory.

Children benefit from the effective organisation of staff, space and resources. The three staff who regularly work with the children are qualified to Level 3 and they regularly attend local short courses to ensure they are up to date with new ideas and information. Children's safety and well-being is enhanced by high adult:child ratios, ensuring that children are protected, well cared for and supported during their time at the playgroup, for instance staff take positive steps to ensure that persons who have contact with the children are suitable to do so. They receive appropriate care according to their individual needs and the wishes of the parents because of the consistent care of the staff, based on records which include all relevant details.

Children's care and learning are promoted because of the satisfactory leadership and management of the nursery education. Staff work well together as a team and understand their roles and responsibilities. The staff and committee support each other well, and staff appraisal systems and development plans are in their initial stages. Children benefit from the consistent staff team who are committed to providing a safe and stimulating environment. Staff have begun to discuss their practice and generally evaluate the provision of nursery education to provide a clear system of monitoring and evaluation of the quality of teaching and children's progress towards the early learning goals. The provision meets the needs of the children who attend.

Improvements since the last inspection

At the last care inspection, the setting was asked to conduct risk assessments on the premises and on outings to ensure the safety of the children. These are now in place and reviewed annually. They were also asked to make available to parents the procedure to be followed if they have a complaint. This has been reviewed but is not yet displayed or made available to the parents and remains a recommendation as a result of this inspection.

At the last inspection of the nursery education, the resulting key issues to address related mainly to developing the planning and assessment cycle to enable each child to make progress towards the early learning goals. A comprehensive action plan was submitted to the local Early Years Development and Childcare Partnership and progress has been initiated. Improvements have been made to the planning and assessment framework. A recommendation for further progress in planning has been made as an outcome of this inspection, including the part played by parents in their children's learning. Opportunities for children's development in some areas of learning have been increased.

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 further a range of activities for the younger children, for example by using the Birth to three matters framework
- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint.

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):

- continue to develop planning and the use of effective teaching methods to progress children's learning towards the early learning goals
- develop further the ways in which the planning and suggestions for extending children's learning at home can be made available.

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