

Mundeford Wood Playgroup

Inspection report for early years provision

Unique Reference Number	144297
Inspection date	26 June 2007
Inspector	Lorraine Sparey
Setting Address	Mundeford Wood Community Centre, Pipers Drive, Christchurch, Dorset, BH23 4TR
Telephone number	01425 272084
E-mail	
Registered person	Mundeford Wood 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?

Mudeford Wood Playgroup is committee run and operates from the community centre in a residential area of Mudeford, close to Christchurch and Highcliffe. The group operates from two of the community centre rooms, a large room, and a smaller room, which is used specifically for children approaching statutory school age, and operates sessions each week during the spring and summer term. Children attend from the local community.

A maximum of 40 children may attend at any one time. There are currently 69 children on roll, of these children 57 are in receipt of nursery funding. The setting opens Monday to Friday term time only from 09:15 to 12:15 and 13:00 to 16:00 on Monday, Tuesday and Friday.

There are eight staff in total, including the administrator, five of whom are qualified in Early Years.

The setting receive support from the Early Years Advisory teachers and the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted through discussion and routines. Children benefit from healthy and nutritious snacks such as various fresh fruits, raisins and savoury crackers. They pour their own drinks at snack time as a member of staff explains about the importance of drinking plenty to flush their body systems. Children talk about how milk is good for our bones and teeth. Another child says 'I like raisins because they are fruit'. Children benefit from good opportunities to exercise both indoors and outdoors in the fresh air. Staff provide a range of activities in equipment to promote their physical development. Children crawl through tunnels, tip toe on spots on the floor and roll across a ladder which is laid down on the floor. Children show appropriate control of their body as they negotiate the equipment. They enjoy regular walks in the local woodland and play outdoors using the tennis courts.

Staff implement appropriate hygiene routines to support children's general health. Children are encouraged to wash their hands after toileting, creative activities and before snack. Some of the resources provided do not fully support children's health. For example, at times children wash their hands using the same bowl of water. At other times they use the centre's facilities such as the hot air dryer and some children are not tall enough to use this effectively. Staff actively remind children about germs. An adult explains about pretending to eat the play food rather than putting it in their mouth.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from being cared for in a safe and secure environment. Staff implement a range of effective policies and procedures including comprehensive risk assessments to ensure that all play areas are safe and free from hazards. Alarms are fitted to all the play rooms to ensure that no-one can enter or leave the room unnoticed. Children's understanding of taking responsibility for their own safety is well promoted. Staff give clear explanations to increase their awareness. They reinforce the importance of using resources appropriately such as being careful with scissors and sitting on the chairs properly. Children safely choose from a wide range of age appropriate resources. They are encouraged to help tidy up the toys at different times throughout the session to ensure that the environment remains safe at all times.

Children are protected from harm and neglect because staff demonstrate a clear understanding of child abuse and effective procedures to follow. Parents are made aware of staff's role and responsibility in safeguarding children through the setting's policies and procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children confidently come into the setting and play with their chosen activity. There is a wide range of toys and activities available for them to choose from. They benefit from the positive interaction from the staff. All staff actively join in the children's play and talk with the children. One member of staff talks with a child about their holiday. Children are developing good relationships with the staff and their peers. Generally activities are age appropriate and interesting. For example, during the theme of opposites children look at a range of objects and talk about whether they are rough or smooth. They use a wax crayon to create rubbings of the

various objects such as coins and leaves. One day a week staff focus the activities in a specific area for example water play. They provide several activities such as bathing dolls, washing plates, bowls and cups, hook a duck using a rod and trying to hook a duck from the paddling pool and two large water trays with various resources. Children enjoy experimenting with the various resources. A member of staff encourages one child to recognise objects that float and others that sink.

Nursery Education

The quality of teaching and learning is satisfactory. Staff demonstrate sound understanding of the Foundation Stage curriculum including the six areas of learning. Plans are linked to themes and topics such as 'opposites'. Children participate in activities to increase their understanding of opposites, rough and smooth and big and small. Staff create a child centred environment to promote children's learning in the large playroom. However, at times the smaller room used for the school group is not so inviting. Staff generally promote children's independence by providing resources that the children can freely choose from. However, this is not as effective in the smaller room, and staff have recognised this. They use a variety of suitable teaching methods and generally provide appropriate challenges. For example, open-ended questioning such as 'what colour is an elephant?', 'how many ears does a pig have?' However, at times some children are not fully challenged. For example, children complete computer programs very quickly and are not able to try more complex programs. At other times, creative activities use pre-drawn and pre-cut resources when children are capable of making their own. Staff complete observations and assessments. Generally the observations are used in children's individual assessments but do not link directly to stepping stones. There are no clear links between the observations and the planning to ensure the next steps in individual children's learning. There are appropriate procedures to support children with additional needs. Staff management of children's behaviour varies and at times some children's behaviour disrupts others' ability to learn. Staff work well together as a team and are very committed to helping children to progress in their learning.

Children confidently come into the setting and are interested in the activities provided. They are developing good relationships with the adults and their peers. One child calls across to another child and says 'Please can you play with me'. The child shows obvious enjoyment as the other child joins them and holds their hand, as they participate in 'Row, Row, Row your Boat'. Children's behaviour varies, at times they show consideration to their peers. However, at other times their behaviour disrupts other children's ability to learn. For example, they bang the radiator whilst other children are trying to listen to a story or when a member of staff is asking children questions about objects beginning with the letter T. The majority of children's language is developing well. Some children are confident to talk in a group situation and with their peers and the adults on an individual level. One child confidently talks about their pet tortoise. They tell the adult that tortoise begins with T. Some children enjoy listening to stories and use books appropriately, recognising that print carries meaning. Children have good opportunities to make marks using a variety of resources such as a whiteboard and pencils. A four-year-old writes their own name on their pig mask. At other times staff automatically write the child's name on the child's work.

Children have good opportunities to use their imagination. For example, several children enjoy pretending to build a straw house for the little pigs. They use a range of pretend tools and make straw panels from shredded paper. One child tells the adult 'I'm bashing it with a sledgehammer' he later explains 'I have to bang gently now otherwise the roof will break'. Another child uses large wooden blocks to pretend to brick up the window. The role play area

is changed frequently to increase children's imaginative skills. During a recent theme it became a builder's merchant, previously a hairdressing salon and a restaurant. Children have some opportunities to develop their creative skills using a range of mediums. On occasions some activities are prepared in advance and do not allow the children opportunities to fully develop their skills. For example, prepared numbers to put on the pre-drawn clock and pre-cut ears and nostrils for the wolf and pig masks. Children enjoy singing a range of songs and generally join in with the actions. A four-year-old asks an adult if they can sing a song to the other children. The child sings and the member of staff congratulates them 'Well done'. Children's number skills are developing. The majority of children count to 10 and others beyond to 20. Children enjoy singing number songs increasing their awareness of numbers. A member of staff invites children to help her make a number line. Several children guess the numbers and the order correctly. Generally children are competent on the computer. They show control as they move the cursor with the mouse. Some more able children are not sufficiently challenged as the programs are too simple.

Children's physical skills are developing, some children show good awareness of space as they move around the play areas. The majority of children use tools with confidence whilst others are less confident in their use. A four-year-old enjoys cutting around their clock, following the lines, they persevere until they have completed it. Another child cuts their dough models into pieces and counts them.

Helping children make a positive contribution

The provision is satisfactory.

Children's individual needs are supported because staff know the children well. They implement suitable procedures to ensure that staff have sufficient information such as children's individual likes and dislikes and family members. This means that staff are able to help children to settle and develop their confidence and self-esteem. The environment is very child friendly with lots of the children's creative work displayed. This helps children to gain a sense of belonging. Children learn about the community through visitors to the setting and walks in the local area. A child talks to an adult about seeing the ducklings when they went on a nature walk. Children play with a range of resources to increase their awareness of diversity. Children's spiritual, moral, social and cultural development is fostered.

Children benefit from the good relationships developed with parents. Staff liaise on a daily basis and talk to parents about how their child has been during the morning or afternoon session. Parents state that they are very pleased with the communication and how happy their children are in the setting. Some parents are joining the committee because they want to be more involved. The staff and committee have devised a range of policies and procedures to support meeting the outcomes for children. However, the systems to record complaints are not in line with the regulation.

Children's behaviour varies. At times they show consideration to their peers. For example two four-year-olds are painting and one child asks the other 'Please may I have the grey', the other child replies 'Of course', and passes it to them. However at times, other children's behaviour disrupts children's ability to fully participate in activities and they lose concentration. For example, a member of staff encourages children to put their hand in a bag and guess what object they find. Each object begins with the letter T. Some children run off and others bang the radiator.

Partnership with parents and carers with regard to nursery education is satisfactory. Parents receive some information on the Foundation Stage curriculum in the prospectus and on the parents notice board. They also receive information about activities and themes in the newsletter, this provides an opportunity for parents to carry on their child's learning at home if they wish. Staff offer parent consultations for the children leaving to go to school. This is an opportunity for parents to look at their individual children's progress.

Organisation

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides care. There are suitable procedures in place to recruit and vet staff. This ensures that children are cared for by suitable adults. All staff are encouraged to attend training to further their knowledge. The space and resources are generally used well to support children's development and learning. Particularly in the large playroom. Children are able to access a wide range of resources independently. The environment is welcoming and child centred. The setting has a wide range of policies and procedures to support the provision offered. However the systems to record any complaints received is not effective. Staff work well together as a team and children are well supported because they operate a high staff ratio. However at times children's behaviour is not managed effectively to allow all children to develop and learn. All documentation is stored securely to maintain confidentiality.

Leadership and management are satisfactory. The person in charge is responsible for monitoring the nursery education provision. She works well with the team of staff and the setting's administrator. There are sound procedures in place to monitor provision such as regular visits from an advisory teacher, and evaluating the planning. Any comments made by external professionals are acted upon. However, some systems are less effective for example the systems to monitor children's individual progress. Key workers are responsible for completing evaluation and assessment and this means children's records are inconsistent. All staff are very committed to improving the provision, regular appraisals identify any areas for improvement, and training is provided.

Improvements since the last inspection

At the last care inspection the setting agreed to ensure good hygiene practices were in place with regard to hand washing. Staff provide several bowls of water for children to wash their hands at snack time and at other times there is one bowl of water for the children to wash their hands after creative activities. This does not fully promote children's health because of the risk of cross infection. At other times children's wash their hands using the facilities. They also agreed to introduce a system of checking children's files to ensure they contain all the necessary information. The setting have employed an administrator who is responsible for all the documentation and ensuring that children's individual files contain the right information. This ensures that children are supported in the event of an emergency.

At the last education inspection the setting agreed to increase learning opportunities in mathematics, in particular calculating and comparing numbers. Staff ensure that children have regular opportunities in the play to calculate and compare numbers. During an activity a member of staff asks children to identify numbers and talks about if there is one more or one less. Children generally are able to correctly answer. They also agreed to consider how plans can identify what is intended that children will learn from activities. The setting have identified the new planning system does not record the individual learning outcomes however, in discussion

with staff they are able to describe what the learning outcome for the activity is. For example, children were asked to cut around a clock and put the numbers in the correct order. Staff reported this helps children to identify numbers, and learn about time.

Complaints since the last inspection

Since the last inspection 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 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 staff are consistent in managing children's behaviour to ensure that all children are able to fully participate in activities
- develop a system to record complaints in line with legislation

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 observations and assessments are used to inform planning for the next steps in individual children's learning
- ensure plans and activities sufficiently challenge all children

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