

# Punch And Judy Playgroup

Inspection report for early years provision

---

<b>Unique Reference Number</b>	127358
<b>Inspection date</b>	06 June 2007
<b>Inspector</b>	Jenny Kane
<b>Setting Address</b>	C/o Lympne Village Hall, Lympne, Kent, CT21 4LE
<b>Telephone number</b>	07983 852226
<b>E-mail</b>	
<b>Registered person</b>	Punch And Judy Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Punch and Judy playgroup has been registered since 1987. A committee manages the group, which operates from the village hall in Lympne.

A maximum of 26 children may attend the playgroup at any one time. It is open Monday, Wednesday, Thursday and Friday from 09:00 to 12:45 during term time. Children attend for a variety of sessions. The group serves the local and surrounding area.

There are currently 37 children on roll aged from two to five years. Of these, 31 children receive funding for early education. The group supports children with additional needs and children who speak English as an additional language.

The playgroup employs seven staff. Of these, four hold appropriate early years childcare qualifications and three are working towards a qualification. The group receives support from the Local Authority Early Years advisory teacher and they are members of The Pre-school Learning Alliance.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children stay healthy through the implementation of clear policies and procedures. Staff sustain good levels of hygiene, helping to prevent the risk of cross infection and this promotes children's health and well-being. Children recognise the importance of following good personal hygiene routines and know why they need to wash their hands after visiting the toilet and before eating meals and snacks. Accident and medication records are up to date and signed by parents. First aid resources are ready to hand and most staff hold up-to-date first aid certificates.

Children enjoy healthy snacks and understand that fruit and vegetables are good for them. Fresh drinking water is available at all times and children confidently help themselves from the jug. Parents provide a packed lunch each day for those who stay for the lunch club. This is a sociable time where adults and children eat together at tables. They chat quietly while eating, staff reinforce good manners and this enhances their enjoyment of mealtimes. The children can sit and relax if they are tired or after strenuous activity in the book corner on the cushions.

Children engage in daily activities that help to keep them healthy and develop their physical skills. Currently the adventure playground and the garden area adjacent to the hall are not in use. Staff take the children onto the public area for play sessions or walks around the field looking at nature and watching the horses. There is a good range of toys and equipment to encourage the children's large motor skills. Children negotiate well when riding bikes and cozy cars, manoeuvring round obstacles and showing awareness of the whereabouts of other children. They enjoy playing with quoits, bats and balls, foam rockets, balancing toys and the sand tray. In hot weather, staff ensure children wear hats to protect them from the sun. Children's fine motor skills are developing well as they use a range of small tools, brushes, pencils and scissors during activities.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play in a spacious and cheerful environment. Staff are meticulous in maintaining a safe environment and challenge any unknown visitors. They carry out a daily risk assessment of the premises and outside areas. Children enjoy a good range of toys and equipment, which are suitable for their age and stage of development and maintained in good condition. The arrangement of the resources means that children can move around freely and safely. The selection of toys from shelves and boxes around the play areas encourages independence.

The supervisor and her staff have a good awareness and understanding of child protection issues and the need to safeguard children in their care. Some staff have in the last few years completed training in child protection. The group intend to update the written procedures and attend update training to safeguard and promote children's welfare.

### **Helping children achieve well and enjoy what they do**

The provision is good.

The sessions are a mix of free play, large group time and working in smaller groups with key workers. Staff plan a broad variety of activities, which are interesting and stimulating and extend children's learning. Children enjoy activities in small groups and flourish when staff join

in their play or work with them individually. There are positive and friendly relationships between staff, children and their peers. Children laugh and chat during activities and play well together. Staff encourage children as they experiment with activities such as painting and craft. For example, during playdough children discover what happens when they mix the colours together. This promotes a discussion about texture and feel.

Younger children receive good adult support, which helps them to feel secure and confident. Staff have between them many years' experience of working in the childcare field. They have a sound knowledge of Birth to three matters and plan and record activities for the children under three around the framework. However, there is very little written information about Birth to three for the parents either in the prospectus or in displays.

Children are beginning to use a pictorial timetable with the help of staff to organise the day and the order of activities. They enjoy helping to select the pictures. They are encouraged to take things they have made home with them and put items on their designated chair. Some work also goes into their 'I can do' folders. Posters and samples of children's work on the walls help to make the environment bright and child-friendly.

### Nursery Education

The quality of teaching and learning is good. Children are making steady progress across all areas of learning because staff have a secure knowledge of the Foundation Stage. The planning has clear learning objectives, identifies how activities meet children's individual needs and link with the stepping stones. The range of adult led and child initiated play is well balanced. Staff observe and assess during sessions and make useful comments in their notebooks, which helps to inform future planning.

Children use their imaginations well in role-play activities, action songs and enjoy singing favourite songs and rhymes. They enjoy dressing up and the home corner has many props. Children experiment with colour, feel and texture during sand, dough, painting and craft activities. They have good relationships with other children and show good cooperation. For example, a group of children decide to move the brio train track from the table to the floor where there is more space. By working together, they discover that they can make a really long and interesting track around the room. Other children join in, adding carriages and making train noises. Children show good levels of independence whilst using the toilet, selecting play materials and helping to clear up after activities.

Children's language is developing well and many are confident communicators. Staff extend children's learning through the introduction of open-ended questions. Children confidently initiate conversations about their own experiences and preferences, for example at snack they discuss who likes cheese, raisins and fruit. They listen reasonably well during circle time and enjoy showing what they have brought from home to the group. One child brings a bird's nest and while he proudly shows it the supervisor explains to the children how the bird had made it out of twigs. Children are beginning to recognise and write familiar words such as their own names. There are opportunities for children to make and practice writing during play. There are displays of written word and number around the environment. Children discuss number, shape and size through daily activities and routines such as snack time and register.

## **Helping children make a positive contribution**

The provision is good.

Children are confident and settled. The staff treat children as individuals, with their own particular needs. Key workers work with parents to ensure consistency of care for all children discussing specific needs and requirements. Staff have knowledge and experience of disabilities and additional needs. They are confident about providing care for children with a range of abilities. The premises are user-friendly with good access, parking and facilities. Behaviour management strategies according to their level of development work well in practice and are effective in helping children learn right from wrong. Children are engaged in activities and occupied throughout the session. As a result, their behaviour is good.

Children are beginning to learn about the wider world and differences within society. They have access to range of play materials, which reflect diversity and positive images. Children make choices about what they play with and have access to all the toys. There are good opportunities for children to find out about the natural world during topics and outdoor activities. Children enjoy finding out how things work. They have fun playing with the cars and trucks that work by either friction or wind up. Children cooperate and share the keys, discovering how far they can make their vehicle travel. Children are confident with information technology equipment. They use the computer in small groups and are familiar with the programmes and controlling the mouse. The setting fosters children's spiritual, moral, social and cultural development.

Partnership with parents is good. Relationships with parents are professional and friendly. Daily chats and the use of home contact books ensures parents are well informed and involved in their children's progress and care. Information about the Foundation Stage curriculum and the six areas of learning is through verbal feedback and developmental records. The written information and visual displays available is limited. Parents are happy with the care provided. They readily share information with staff and key workers, which is beneficial to their children. The parents' positive comments and feedback reflects their satisfaction about the care and education provided.

## **Organisation**

The organisation is good.

Children benefit from being cared for in an organised and welcoming environment. Despite having to clear everything away each day, staff organise and plan the layout of the available space effectively. All mandatory documentation is in place, appropriately maintained and regularly reviewed. Children's records are secure and shared appropriately with parents. The group maintains a welcome pack to keep parents informed about the service that it provides. Written policies are clearly produced, shared with parents and give important information about procedures. However, some of these lack detail, particularly those relating to complaints and safeguarding children.

Leadership and management are good. The committee are fully involved in the running of the playgroup with the chair and others visiting frequently to offer support and backup. They benefit greatly from having an administrator who deals with a lot of the tasks leaving the staff to work solely with the children. The supervisor works alongside her staff offering support and leading by example. Some staff have worked together for many years. They support each other well, sharing tasks and ideas. As a result, teamwork is good. The setting demonstrates a good commitment to continued improvement through in-house training days, team meetings and

external courses. There are good procedures in place to ensure staff support. The committee are well organised and have in place induction and appraisal systems. All the staff are enthusiastic and open to new ideas and ways of working. They are able to identify their strengths and areas for improvement. Both the staff and the committee recognise the importance of monitoring and evaluating the curriculum to promote the children's care and learning. The setting meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

Since the last care inspection, the setting has acted on the three recommendations to improve the care for children.

The committee on a regular ongoing basis, updates the prospectus, policies and procedures. The manager and some staff have attended child protection training and she intends to access the latest safeguarding children training and to cascade the latest information. Medication recording procedures have been updated and parents now sign each entry.

The setting has also taken into account the two points for consideration to improve the nursery education.

Staff have worked on the imaginative and creative areas of children's play giving them opportunities to self-select toys and make decisions for themselves. A computer is now available for children to develop their IT skills.

### **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 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 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):

- consider how to provide parents with additional information about the Birth to three matters framework
- update the existing child protection and complaints procedures.

## **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 the outside play opportunities [applies also to care]
- develop opportunities for parents to have more written information about the Foundation stage and the six areas of learning

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](http://www.ofsted.gov.uk)