

# Coigne Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	101566
<b>Inspection date</b>	13 June 2007
<b>Inspector</b>	Susan Esther Harvey

<b>Setting Address</b>	Youth Centre, Tobacconist Road, Minchinhampton, Stroud, Glos, GL6 9JJ
<b>Telephone number</b>	01453 882479
<b>E-mail</b>	
<b>Registered person</b>	Coigne Playgroup (The)
<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?

Coigne Playgroup opened in 1996. It operates from three rooms in the youth club building in the village of Minchinhampton, Gloucestershire. A maximum of 24 children may attend at any one time. The playgroup is open each weekday from 09.00 to 12.00 term time only. There is an enclosed area for outside play

There are currently 18 children from two years to under five years on roll. Of these, 12 children receive funding for early education. Children attend for a variety of sessions. The playgroup can support children with learning difficulties and children who speak English as an additional language.

The playgroup employs four part-time staff. Of these, two hold an appropriate early years qualification and one is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children learn the importance of appropriate hygiene procedures through the diligent management of the staff. Children wash their hands and independently use clean bar soap and paper towels. Staff are good role models in making sure that children's hands are washed thoroughly before snack time and after using the toilet. However, staff are aware that alternative hand cleaning products enable children to further develop an understanding of how to prevent the spread of infection. All documents are in place and accurately recorded. This includes written permission to seek emergency medical treatment or advice from parents. All staff hold a first aid certificate. As a result, appropriate action will be taken in the event of an accident.

Children benefit from daily exercise which contributes to a healthy lifestyle. This includes planned physical activities which take part in the large hall. Children enjoy bouncing on a trampoline, they balance and walk on plastic stilts, they carefully avoid obstacles as they scoot around the edge of the hall. Children laugh as they raise a large colourful parachute and hide underneath, they accurately throw balls into the middle and flick them off. Children follow instructions from staff to march around holding the edge of the parachute singing The Grand Old Duke of York and Bob the Builder. As a result, children are learning that exercise is fun. Children develop small muscles in their hands as they use scissors and roll out play dough.

Staff members' knowledge of the Birth to three matters framework is well integrated into young children's daily routine. Young children develop a healthy independence by making choices for themselves such as putting on their own aprons to enjoy painting, and knowing to wash their hands afterwards. Young children find their place at the snack table and confidently sit down beside other children. Therefore, young children are nurtured and lovingly cared for by staff who are committed to their well-being.

Children thoroughly enjoy eating a variety of fresh fruit and vegetables. They make decisions for themselves as to what they prefer from the wide range offered to them daily. Children enjoy drinking milk, and water is available to them throughout the session. Snack time is a social occasion and gives staff the chance to talk to the children about what is important to them such as their family and events in their lives.

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

The provision is good.

Children play in bright surroundings. There is a selection of posters around the walls and children's work is displayed in a professional manner, as a means of celebrating their achievements. Children are able to freely choose from various self-selecting shelves and tables. Children move freely between rooms and are confident as they choose which activity to play with.

Children benefit from good safety measures through staff members attention to their general safety. Children remain safe while playing in the large hall. They are aware of the boundaries and respond appropriately to staff. A risk assessment is carried out if children are taken off the premises and make visits to the library, local school and church. This gives children the pleasure of meeting a mix of people from the local community.

Staff are good role models and help children to stay safe. As a result, children eagerly take part in tidying away toys after use accompanied by music. They take part in emergency evacuation drills. Therefore, they are learning to leave the building safely and efficiently in the event of an emergency. Children's times of arrival and departure are recorded by parents, and children respond confidently to their names at register time.

Children are protected from harm as staff are aware of their personal responsibility to safeguard children. All staff have attended a child protection course and are well aware of the reporting and recording procedures should they have any concerns about a child in their care.

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

The provision is good.

Children are familiar with their surroundings, they are happy, and have developed good levels of confidence and self-esteem. Children are well supported and have stable relationships with staff and each other. There is sufficient documented evidence to support the Birth to three matters framework which is followed through by staff in many ways. This includes activities based on young children's abilities and recorded evidence of what children have achieved. Children are fully aware of the playgroup routine and move confidently from one area to another.

Young children experience the chance to paint, dress-up, and glue coloured pom-poms onto a Grandfather and Father's Day card. As a result, children are learning to be creative. Young children are becoming skilful communicators as they respond by listening to music and singing nursery rhymes. Therefore, they are making connections through their senses and learning the skill of listening and taking part.

All children play well together, they are secure in their environment, and their individual needs are met.

Nursery Education.

Teaching and learning is good.

Children learn well given their starting points and capabilities. Staff have a secure knowledge of the Foundation Stage curriculum and stepping stones. Planning is excellent and of a high standard, it is easy to follow and covers all areas of the curriculum. Further development of children's observations and assessments is needed in order to identify some children's next stage of learning. Staff are fully involved with children's learning, and have a sound understanding of the way children can learn. As a result, children are inspired to succeed in confidence and independence which helps them to achieve while being in a secure environment.

Children are able to express themselves in many ways. For example, through art and craft activities. Children are busy throughout the session, and have many opportunities to learn through play. They really enjoy dressing-up in costumes, and play-act as princesses or police officers. Children are engrossed in playing with small world figures such as knights and horses. Children concentrate as they make patterns with coloured pegs fitted into a board with holes. As a result, children are learning to be confident in identifying colours, and extending their hand and eye coordination. Children spend time playing and moulding play dough, they take part in imaginative play as they serve staff with pretend home-made sweets placed carefully in small coloured boxes. Children spontaneously construct towers and walk-ways from large coloured plastic bricks. They concentrate for some time as they listen hard to identify sounds

during a game of sound lotto. Children are fully occupied with meaningful activities, they work well together in teams, and have the confidence to play alone. Children are confident speakers. For example, telling others about their holiday. Children love listening to stories brought alive through the excellent story telling and use of puppets by staff. As a result, children's imagination is promoted and their thought process is extended. Children count confidently up to ten and many beyond. They are able to add numbers together, linking them with objects.

Children are very confident and independent. They make choices for themselves by self-selecting from shelves and boxes which are identified by the picture and the words, indicating the content of the box. Children can identify their own clothes and know when it is necessary to put on an apron. They have the opportunity to make marks and learn to identify their name. They self-register with their name on arrival, and write their name on cards made for Grandfather's and Father's Day. Children have free access to pencils, paper, and safety scissors. They enjoy the chance to paint pictures with sponges and various mix of colours. As a result, children are learning to make decisions for themselves, and enjoy writing and painting. Children are able to use everyday tools such as a computer mouse, small world telephones, mobile phones and calculators.

Children notice what adults do and copy the action. For example, talking on the telephone and making 'cups of tea'.

Music plays an important part in children's learning. They listen quietly to a range of classical pieces copying how violins are played, and the orchestra conducted. Children eagerly clear away toys to the strains of taped music. Overall, children are being enabled to learn through play, using a range of activities and resources which increases their knowledge following the Foundation Stage curriculum.

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

The provision is good.

Children are fully integrated in the setting and are highly valued as individuals. Children with learning difficulties can be well managed. Children are thoughtful and kind toward each other. They behave well, and benefit from the good role modelling by staff who are caring and respectful of children's individual needs. Staff are consistent in their approach to managing children's behaviour, and there are effective strategies in place which encourage the children to behave well.

Children's spiritual, moral, social, and cultural development is fostered. Children are very confident and show high levels of self-esteem. They love listening to music and stories. They enjoy sharing news about their home-life and relate very well to each other. Children enjoy growing plants and creating a small garden. They learn about the local community in which they live through visits to the church and school, and meeting people who provide their food. Children learn about diversity through planned festivals, and take part in a local Christmas Nativity play. As a result, children get a sense of belonging.

Partnership with parents is good. Children benefit from the strong relationship between parents and staff members. Parents play a large part in their children's learning. For example, a working parent rota supports the staff and gives parents the opportunity to see first hand what their children are achieving, and how they are learning. New parents are welcomed and given a prospectus with details of policies and procedures. Parents receive a regular news letter which keeps them informed of the children's topics and about events taking place. Parents are involved

in helping their children learn about healthy eating as they provide fruit and vegetables each day for the children's snack time. Parents are provided with information both verbally and in writing relating to the Foundation Stage curriculum, and the Birth to three matters framework. A complaints procedure is in place, and parents are aware of the process the setting will take in the event of a written complaint. As a result, children gain from the positive experience which staff and parents create as they work in partnership.

## **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides care and education. Children's education is supported by caring staff who are qualified and experienced. Children benefit from staff who are committed in furthering their professional development by regularly attending courses. The deployment of adults is good throughout the session, and supports the children's care. This ensures that children receive appropriate time and attention from staff and rota parents. All the documents are in place, policies and procedures are well kept and reviewed annually.

Leadership and management is good. The playgroup is well established in the local community. The parent committee is supportive to staff in the day-to-day operation of the setting, as well as fund raising to extend children's toys and resources. Members of staff have a sound understanding of the Foundation Stage curriculum which is reflected in the well developed plans, and in all areas of children's learning and development.

## **Improvements since the last inspection**

At the last care inspection the provider was asked to, conduct a risk assessment on the indoor premises identifying actions to be taken to minimise identified risks. The provider was also asked to record the time of arrival and departure of children, staff and visitors. Also the provider was asked to up-date the written statement on learning difficulties and/or disabilities to be consistent with current legislation.

The provider completes a general written risk assessment each term, there are daily assessments for the building and when the children play outside. Children's arrival and departure times are recorded by parents, and there is up-to-date information regarding learning difficulties and/or disabilities legislation on the policy and procedure file. As a result, children's safety has been enhanced and record keeping has been improved.

At the last education inspection the provider was asked to improve opportunities for older children to link letters to their sounds and use books to locate information. The provider was also asked to increase older children's awareness of the need to tidy-up during free play, and provide regular opportunities for children to move freely to music. The provider was asked to increase staff knowledge and understanding of the stepping stones and use them to link planning to the assessment of children's progress.

The provider has introduced phonic sounds during sessions, and small group work has been introduced to increase children's awareness of letter sounds. Children eagerly tidy toys away to music, and music is introduced to the children in many ways including using the skills of parents to play instruments. Staff have attended training on planning and all staff are made aware of plans and how the stepping stones fit into the plans.

As a result, children are able to have regular access to musical sounds, they have increased knowledge of how words are formed and sound, and have benefited from staff member's increased knowledge of the Foundation Stage curriculum.

### **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.

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):

- further develop children's awareness of preventing the spread of infection

#### **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):

- further develop observations and assessments of children in order to identify their next stage 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)