

Treasure Island Playgroup

Inspection report for early years provision

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| Unique Reference Number | 507945 |
| Inspection date | 09 May 2007 |
| Inspector | Melissa Cox |
| Setting Address | Popley Fields Centre, Carpenters Down, Basingstoke, Hampshire, RG24 9AE |
| Telephone number | 01256 414014 |
| E-mail | |
| Registered person | Treasure Island 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 inadequate – enforcement action. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate – notice of action to improve.

WHAT SORT OF SETTING IS IT?

Treasure Island Playgroup opened in 2000 and is a committee run group. The playgroup operates from two rooms in the community centre, and has a fully fenced garden. The centre is situated in Popley, near to Basingstoke, and serves the local area.

The playgroup offers sessional care for children aged two years to under five years. Up to 24 children may attend at any one time and there are currently 44 children on roll. This includes funded 37 children. Children attend for a variety of sessions. The playgroup supports a small number of children with learning difficulties and disabilities and English as an additional language.

The playgroup opens five days a week during school term times. Sessions are from 09:15 until 11:45 Monday to Friday, 12:30 until 15:00 on Monday and Thursday, and from 12:00 until 15:00 on Wednesday.

The playgroup employs five members of staff and one volunteer, who work part-time or full-time with the children. Over half the staff have early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children's health is compromised as staff do not promote the good health of children. They fail to take positive steps to ensure the playgroup is cleaned appropriately and some areas of the classroom carpet are very unclean. Staff's poor knowledge and failure to take appropriate measures when children are ill, also has a direct impact on the children's health. They fail to follow their policy on the exclusion of children who are ill or infectious and as a result, they do not prevent the spread of infection.

Children's good health is further compromised because they do not learn about basic hygiene procedures through daily routine. Staff do not encourage or model good practice. Children are encouraged to wash their hands before snack and after using the toilet, but the water in the sink is not changed between children. The lack of accessible tissues in the setting further increases the chances of the spread of infection, as children are unable to blow their noses or learn about the importance of this routine.

Children are offered a range of snacks that are mostly healthy. They are developing a basic understanding of which foods are good for you. They are offered some fruit choices at snack time, for example satsumas and bananas, although children struggle to enjoy them, as they are not pre-prepared by staff. Children discuss which foods are healthy for you, for example, 'I like carrots, they help me see in the dark and they are good for you.' Appropriate information has been obtained from parents about any special dietary needs and staff ensure those children are fully included at snack time.

Children benefit from daily fresh air and regular exercise, as they make use of the outdoor environment. They are developing co-ordination while walking on the balancing beams. They show some awareness of others, particularly when cycling or running around the garden. Some children recognise that when they exercise in the garden they become 'hot and sweaty' and 'need a drink'. They are able to access their drinks bottles when they become thirsty in the garden, but staff do not always ensure that drinks are available for those children who do not have bottles with them. Staff adequately supervise outdoor play, but do not focus on assessing the progress of the children's physical skills and plan appropriate opportunities to extend them.

Most required regulatory paperwork is maintained, although in some cases the accident book does not contain complete details. Staff keep their first aid training up to date and have a fully stocked first aid kit should an emergency arise.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children have access to a satisfactory range of toys and play materials, which staff prepare for them at the beginning of the session. Children have limited access to craft supplies and there is a poor selection on non-fiction books. Children do not have the opportunity to self-select equipment and resources and make decisions about what they want to play with. Staff display children's work on the walls making children feel welcome in the playgroup. However, the work is often too high for children to see or obscured by resources. A rest area is available, but the cushions in this area are dirty.

Staff have a limited understanding of how to minimise hazards in the playgroup. They complete a daily check of the premises and garden area to ensure it is safe for children to use. However, they fail to use their risk assessments and accident books thoroughly to prevent incidents in the group that place the children at risk.

Children are beginning to learn about keeping themselves safe as they talk about road safety and stranger danger with the visiting police officers. Fire drills are practised regularly and children are beginning to recognise the importance of fire evacuation as they hold onto the rope to keep safe when leaving the building.

Staff have a poor understanding of their role in safeguarding children. Although some staff have attended recent child protection training, they are unsure of their responsibilities. They lack sufficient knowledge of the appropriate routes of referral if they have a concern about a child in their care. The playgroup have a written child protection policy but have failed to recognise the importance of this procedure.

Helping children achieve well and enjoy what they do

The provision is inadequate.

Children separate from their parents with confidence and settle down to play quickly. Children enjoy some play-based activities in their day as they learn through first hand experiences. For example, watching the rain fall in the garden and feeding the African snails broccoli for their snack. However, many of the activities selected by staff are repetitive and they do not capture the children's interest or provide the necessary challenge. Children are making insufficient progress in their learning due to poor planning and lack of suitable assessment by staff.

Nursery education

The quality of teaching and learning is inadequate. Children do not make sufficient progress because teaching is poor. The range of activities and experiences provided are not broad enough to cover all the areas of learning and as a result, children do not make sufficient progress. Staff have a very basic knowledge of the Foundation Stage. They do not record children's progress frequently or use the information to plan the next steps in the children's learning. Whilst some children are achieving in some areas of the stepping stones towards the Early Learning Goals, teaching is not yet fully effective in stretching and moving children on to the next steps in their learning.

Children are developing their levels of independence but these are still very limited due the lack of opportunities given to the children by staff. Children are able to take themselves to the bathroom and wash their hands. They have very little opportunity to develop their independence skills further in the playgroup, for example, by pouring their own drinks.

Children have a limited understanding of how to manage their behaviour. They find it difficult to share and take turns. They are insufficiently aware of the effect of their behaviour on others, which hinders their quality of learning. Children's understanding of their own, or differing cultures and traditions is limited.

Children are learning to count to 10 and to use mathematical language, for example when counting shiny pebbles into bags. They have fewer chances to solve simple mathematical problems and staff do not re-enforce mathematical concepts through everyday routines, for example snack time.

Children are involved and interested in role-play as they organise the 'pretend' area and take their babies out on trips in the garden. Children's free creativity, expression and independence, especially when completing art activities is often limited. There is too much over direction by adults to achieve the end result, for example, when making lion pictures. Few children attempt to mark make, as staff do not promote this effectively in the group, due to the lack of resources and planning.

Helping children make a positive contribution

The provision is inadequate.

Children are welcomed into the playgroup by staff making them feel valued. They show familiarity with this routine and settle fairly well. Children are beginning to learn about the diversity through using the limited range of resources, such as books and puzzles. Children learn about wider world through topic work and visitors to the group, for example, the police.

Children with additional needs are not fully supported in the group. The staff are developing systems to support children but have a basic knowledge of their responsibilities. They are beginning to work with outside agencies but fail to keep appropriate records or plan effectively to support the children further in the playgroup.

Behaviour in the playgroup is poor. Children are disruptive, especially in large group situations, showing little understanding of behavioural boundaries. They find it hard to share toys and resources. Staff fail to manage behaviour in a positive way and do not follow their written policy on behaviour management. As a result, children are unable to learn and play safely, and fail to achieve. Children's spiritual, moral, social and cultural development is not fostered.

The staff and the families attending the playgroup share some information daily through verbal feedback. Further information for parents, is available on the notice boards, which includes staff qualifications and basic information about topic work. Parents speak readily of their satisfaction with the care the children receive. However the playgroup fails to provide parents with information about their policies and procedures and details about their child's progress in the group.

The partnership with parents and carers of the children receiving nursery education funding is inadequate. Parents are not provided with good quality information about what the group offers their children or useful and accurate details about the Foundation Stage. They do not receive detailed information about their children's progress in learning because assessment procedures are very basic.

Organisation

The organisation is inadequate.

The group has breached regulations by not informing Ofsted of changes to the committee. Although current staff are vetted, the playgroup has failed to complete the necessary paperwork required by regulation, for the committee members, further placing children's health and safety at risk. This was set as an action at the last inspection and the group have failed to act on it. The group have failed to inform Ofsted of several significant events which have occurred in the group. This is a breach of regulation.

The organisation and lack of staff knowledge does not meet the children's needs. This compromises the children's safety and well-being limiting their potential to develop. The setting does not meet the needs of the range of children for whom it provides.

The leadership and management of the nursery education is inadequate. Key issues set for nursery education at the last inspection have either not been addressed or not fully implemented. The supervisor is keen to improve the outcomes for children but currently does not evaluate the nursery's practice effectively. Systems are not in place to monitor the staff's understanding of the Foundation Stage or their implementation of it, which means children do not make satisfactory progress towards the Early Learning Goals. There is poor commitment to professional development.

Improvements since the last inspection

At the last inspection the playgroup were set an action to ensure all committee members complete and return to Ofsted, necessary paperwork to ensure they were appropriately vetted. In addition, they were set several recommendations relating to the range of resources and activities available to the children, behaviour, child protection and documentation. The playgroup has failed to address the actions and recommendations set. As a result, they fail to promote the children's well being and do not support them to develop to their full potential.

The previous nursery education inspection highlighted three key issues for improvement. These included development of planning and resources and sharing information with parents. Staff still do not support children's learning effectively, which continues to hamper children's learning. Little improvement has been made in extending the range of resources offered to support children's nursery education, and children are still not challenged appropriately in their learning. The information shared with parent's about nursery education is poor.

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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

Ofsted is taking **enforcement action** to safeguard the welfare of children.

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- improve systems to monitor and evaluate teaching and the curriculum
- ensure adults support children's learning effectively in all activities within the playgroup
- develop planning to ensure that all areas of learning are covered effectively
- assess children's progress more frequently and use the information to plan children's next steps in learning.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

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