

# Hereward Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	402102
<b>Inspection date</b>	20 June 2007
<b>Inspector</b>	Cheryl Langley
<b>Setting Address</b>	Hereward CPS, Colebrook Lane, LOUGHTON, Essex, IG10 2LS
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<b>Registered person</b>	Wendy Watson
<b>Type of inspection</b>	Childcare
<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

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.

### WHAT SORT OF SETTING IS IT?

Hereward Playgroup opened in 1988. It operates from a de-mountable classroom within the grounds of the Hereward County Primary School, in Loughton. The playgroup serves the local area.

There are currently 34 children from two to five years on roll. The group does not offer funded places, as there is a nursery adjacent to the building which provides facilities for funded children. The setting currently supports a small number of children with learning and/or physical disabilities and those who speak English as an additional language. The group opens five mornings a week during school terms. Sessions are from 08:55 to 11:50.

Three full-time staff work with the children. Over half the staff have early years qualifications to National Vocational Qualification (NVQ) Level 2 or 3, including the manager/registered person who has a NVQ Level 3 qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children have fun learning the benefits of a healthy lifestyle. For example, they learn how to care for their teeth. They enjoy visits from a dental nurse, practise cleaning their teeth properly and pretend to be dentists and patients. Children enjoy topic based activities which promote cleanliness and hygiene. They understand why they need to wash their hands at appropriate times. Children take part in routines to help tidy up. They know which type of clothing to wear to protect them from the sun or keep them warm in the cold weather.

Children eat a healthy diet. To ensure they are nourished and hydrated they have snacks of fresh fruit and milk and drink water at regular intervals. Children learn about food and what is meant by a balanced diet. They have regular cooking activities and food tasting to extend their knowledge. Through example, discussion and topics the staff promote eating five pieces of fruit and vegetables each day. Specific dietary requirements are respected by staff, who ensure all foods comply with children's individual dietary needs, so that children remain healthy.

Staff follow suitable hygiene routines to ensure children are cared for in a clean environment. For example, toys and resources are cleaned regularly to make sure they are suitable for use. The required documents and procedures are in place to enable staff to act in the children's best interests should an accident or serious illness occur, such as, obtaining parental consent to seek emergency medical treatment and advice.

Children enjoy a range of activities which contribute to their health and develop their physical skills. There are daily opportunities to enjoy physical play both indoors and outdoors which helps them to develop control of their bodies. For example, they use their bodies to move the see-saw or co-ordinate their limbs to manoeuvre the sit-on rides. Children cut, paste, paint and stick different materials to create pictures. For example, they colour pictures of budgerigars and decorate them with feathers. Children use their fingers carefully to control the icing gel to make faces on ginger bread biscuits. They become adept at manipulating the computer mouse to move images around the screen. For example, children put different parts of a body together, placing the head, torso and limbs into position. Children have the opportunity to be active or rest according to their needs during the session so that they feel comfortable and do not get over-tired.

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

The provision is satisfactory.

Children are cared for in a welcoming and safe environment. Risk assessments are carried out regularly to minimise any potential hazards. Toys and equipment are checked for breakages to make sure they are safe for the children to use. There are systems in place to ensure the premises are secure and that children are collected by those authorised to do so. Emergency evacuation is practised to make sure staff and children know what to do in the event of a fire.

Children learn to take responsibility for keeping themselves and others free from harm. For example, staff use sensitive reminders so that children use the toys and equipment safely to prevent accidents. Through discussion during play the staff promote safety. For example, they talk about hazards in the kitchen when they are preparing imaginary drinks or food.

The children's welfare is safeguarded. There is a designated person responsible for child protection issues who has attended training in this area. Staff have an understanding of the signs to look for. They have the relevant documentation to hand to support them should they have concerns about a child in their care. However, there is some detail missing from the policy and procedures statement. The relevant information to ensure staff and parents are aware of the steps taken if a referral is made as per the Local Safeguarding Children Board, or if a member of staff is accused of child abuse, is not included. This may delay or compromise protection of a child being abused.

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

The provision is good.

Children are happy and settled in this supportive and caring environment. They are motivated and interested in a range of purposeful and developmentally appropriate activities. Staff are aware of the 'Birth to three matters framework' and although they do not receive funding for nursery education, adhere to the Foundation Stage to plan appropriate activities for children to help them develop and make progress.

Children acquire new knowledge and skills. They are enthusiastic and keen to join-in with activities. Children learn to recite the alphabet and form the letters. For example, they relish singing the alphabet song. Children move their hands in time to the music as soon as they hear the first note and are disappointed when it ends. More able children write clearly formed letters of their name and recognise their own name to post in the register box. Children answer questions during story time and take part in the narration. They learn to hold books correctly and turn the pages from left to right. Children know that we write for different purposes. For example, they have menus in their pretend café and make cards for anniversaries. Through effective interaction with the staff they learn about words and meaning through stories, rhymes and songs. Vocabulary is extended as they explore what is meant by 'hot' and 'cold' or 'light' and 'dark'.

Children count in sequence. They use number in everyday circumstances. For example, more able children count the days of the week, months in the year and know what the date is. Children are encouraged to do simple addition and subtraction during play. They become aware of what is meant by 'adding' one or two, or 'taking-away' one or two. Children learn to recognise their 'left' and 'right' hand. They make handprints with paint to show this. Children name shapes and colours in pictures. They use their initiative. For example, children match patterns and colour to complete puzzles and jigsaws or put pairs together. Children become confident using different tools and technology. For example, they use the computer keyboard or mouse and programmable toys.

Children express their feelings and experiences through role play. They enjoy pretending to care for dolls and making imaginary meals for their friends and the staff. Children use their senses to explore and investigate feely bags, shaving foam or food. They learn about the different parts of their body and how we listen, see, smell or taste. Children learn about the natural environment, observing insects, birds and trees and flowers as they change with the seasons. Children are creative. They use their ideas in art and craft activities or with connecting bricks. For example, they construct robots or paint pictures using string or fruit to print with. Children become confident and develop self-esteem. They speak out or sing in front of a group. More able children manage their own self-care, such as accessing the toilet and washing their hands. The staff have a good understanding of how children develop. Children attain the required social and personal skills to attend nursery school with confidence.

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

The provision is good.

Children become aware of wider society. They take part in a meaningful range of activities and discussions which promote a positive view of difference. For example, they learn about food from other cultures, make pictures to celebrate festivals and learn how to 'sign' using Makaton, to communicate with people who have impaired hearing.

All children receive a warm welcome. They take part in the full range of activities as and when they feel comfortable enough to join-in. The flexible settling-in procedures meet the needs of individual children and their parents. The level of guidance given by staff depends on each child's ability, allowing them to complete tasks at their own pace and be independent. There are good strategies in place to care for children with learning and/or physical disabilities. Staff work closely with other agencies and parents to meet their needs. One-to-one care is given when necessary.

Children are well behaved. The staff set good examples and use clear boundaries to manage behaviour. As a consequence, children work harmoniously together. They share, take turns and are polite. Children are beginning to learn that their actions have an impact on others. The staff offer praise and encouragement and value children's achievements. They award stickers for helping others and kindness. Children develop positive relationships which gives them a sense of belonging. For example, they are keen to help their peers pick out pictures to match their pairs, or help children settling to feel comfortable and join-in. Children develop positive relationships which gives them a sense of belonging. They feel relaxed and secure. Children benefit from appropriate support from staff who know the children well.

A sound partnership with parents is promoted by the staff. Parents are provided with information about the setting and their children's progress on a regular basis. Assessment records and observations are shared upon request and parents are welcome to talk to their child's keyworker to keep them up-to-date. Verbal feedback regarding the children's care and achievements is given at the end of the sessions. Policies and procedures are available to parents and the notice board contains relevant details of the staff and playgroup activities. Parents are encouraged to provide written information to help staff meet the individual needs of their child.

## **Organisation**

The organisation is satisfactory.

The children's needs are met through generally effective organisation. A balance of child-led activities and organised play make sure children have different enjoyable experiences which help them learn and develop. In most areas space and equipment is prepared so that children can access resources easily and independently. However, this is not the case in one part of the classroom where a range of toys and resources are stored. This hinders the children's ability to make choices and play in this area. Children feel secure and relaxed due to the regular routine of each session and the attentive and friendly staff. The playgroup have a close relationship with Hereward County Primary School. Children visit the nursery for sessions prior to moving on. This helps them settle in their new surroundings and routine.

Documentation is stored securely and information shared appropriately with parents. Policies and procedures are in place to help keep children healthy, safe and safeguard their welfare. Children are cared for by staff who have been vetted and students and volunteers are not left unsupervised. Children benefit from the staff's knowledge and experience. They continue to

update their training and have a commitment to continual improvement. Over half the staff have appropriate early years qualifications and two members of staff hold current first aid certificates. Overall, the needs of the children are met.

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

At the last inspection the staff agreed to update a number of policies and procedures to support the children's well-being. They also agreed that the person responsible for co-ordinating care for children with learning and/or physical disabilities identify and access relevant training.

Procedures for administering medication includes obtaining permission from parents and keeping a record of the medicine given. This is to ensure the correct dosage is administered and parents are made aware. This promotes consistency in the child's healthcare and their health is not put at risk. The behaviour policy includes appropriate strategies to manage bullying. An accurate daily register is completed for each session. This is so that a record of those in attendance is available if emergency evacuation has to take place or for reference for any child protection issues. The child protection statement has been updated since the last inspection. It includes details of some of the information required and agencies that would be contacted to protect children.

Relevant training to care for children with learning and/or physical disabilities has been applied for. However, to date, this has been cancelled by those delivering the training on various occasions. In the interim, staff are working closely with other agencies and parents to support children with learning and/or physical disabilities and their well-being has not been affected.

### **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**

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.

### **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):

- update the written statement for child protection so that it clearly states staff responsibilities with regard to the reporting of suspected child abuse or neglect in accordance with the Local Safeguarding Children Board and include procedures to be followed in the event of an allegation being made against a member of staff or a volunteer

- make sure children can see and reach all of the toys and equipment available easily.

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)