

# Wellin Lane Playgroup

Inspection report for early years provision

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**Unique Reference Number** 253409  
**Inspection date** 03 July 2007  
**Inspector** Alison Edwards

**Setting Address** 13-15 Wellin Lane, Edwalton, Nottingham, Nottinghamshire, NG12 4AS

**Telephone number** 0115 9452627

**E-mail**

**Registered person** Wellin Lane Playgroup

**Type of inspection** Integrated

**Type of care** Full day 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?

Wellin Lane Playgroup opened in 1992 and operates as part of the West Bridgford Pentecostal Church, which is situated in Edwalton in the Rushcliffe district of Nottinghamshire. Children are based in two play rooms and have supervised access to toilet facilities, an enclosed outdoor play area and the main church. Kitchen and storage facilities are accessible to staff. The playgroup serves children and families from the surrounding areas. It is registered to accommodate 26 children from two to five years of age and provides nursery education to funded three and four-year-olds. There are currently 21 children on roll of whom 13 are in receipt of nursery education funding. The playgroup supports children with English as an additional language and with individual learning needs and disabilities.

The playgroup opens during school terms. On Monday and Tuesday there are morning and afternoon sessions from 09:00 to 11:30 and 12:45 to 3:15 with a lunch club operating between the sessions. On Wednesday there is a morning session from 09:00 to 11:30. Children attend a variety of sessions. Including the manager there are seven staff working with children, of whom three have recognised qualifications at Level 3.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are cared for in clean and well-maintained premises where they are encouraged to follow good hygiene practices within their daily routines, so helping to minimise risks of cross-infection. for example,, they wash their hands using running water and liquid soap after using the toilet or before eating. They show growing awareness of ways to keep themselves healthy and safe, for example, fetching their hats before playing outside in the sunshine and talking about the effects of exercise on their bodies. A good proportion of staff hold current paediatric first aid qualifications, and parental consent to seek emergency medical attention is obtained. Consequently, staff are able to act in children's best interests in the event of accidents or sudden illness.

Children routinely enjoy spending time in the fresh air through use of a small enclosed outdoor play area. Here, they participate in a varied range of physical activities helping to promote their large movement skills, for example, using bats and balls with growing coordination, aiming at skittles or steering wheeled toys. They develop their climbing and balancing skills through use of a climbing frame indoors and move in different ways in response to action songs and rhymes. Children show growing dexterity when cutting, colouring or using chubby paint brushes or when manipulating dough or building with commercial constructions sets.

Children have ready access to drinking water throughout the day, and are provided with milk or water at snack times, so helping to ensure they take sufficient fluids. The playgroup offers children a variety of nutritious snacks, such as pitta breads and chopped fresh fruits, so helping to contribute to a healthy diet. Children's awareness of healthy foods is encouraged through activities such as making fruit smoothies or talking about good fillings for sandwiches. Children staying for the recently introduced lunch club are provided with packed meals by their parents, so helping to ensure meals are suited to their individual needs. However, fully effective arrangements are not yet established to ensure packed lunches are consistently stored at safe temperatures.

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

The provision is satisfactory.

Children settle readily on arrival at the main pre-school room where low, labelled pegs enable them to store their outdoor clothing safely. Posters and displays of children's work help create a bright and welcoming environment. External doors to the building are kept secured, and the small outdoor play area is fully fenced, so minimising the risks of children leaving the premises unsupervised. However, at present, a number of internal doors are left open or unsecured. Consequently, the risks of children gaining unsupervised access to other areas of the building are not fully minimised.

The playgroup's furnishings and equipment are in good condition and generally suited to children's stage of development. for example,, low easels, stubby paint brushes and lidded paint pots enable children to paint safely and comfortably. Generally, effective arrangements are in place to maintain children's safety. For example, good adult:child ratios are maintained throughout the day, exposed electrical sockets are fitted with covers, and hot drinks are not taken into the playrooms. Written procedures are in place to be followed in the event of emergencies such as a fire or a child going missing. Staff in general are sufficiently familiar

with these to enable them to act appropriately in such circumstances. However, current risk assessments are not fully effective in identifying and minimising potential hazards arising from the storage of other users' equipment in shared areas of the building, such as trailing electrical cables in the main church.

Staff are aware of what child abuse and neglect mean and recognise their responsibilities to follow up any child protection concerns in accordance with agreed national and local procedures. Consequently, they are able to safeguard children's welfare effectively.

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

The provision is good.

Children settle quickly in the friendly and welcoming environment. They are usually busy and occupied in their play and are confident in their relationships with others, readily approaching adults to talk about their needs and interests and beginning to play sociably with others, for example, in simple pretend play. Good adult:child ratios enable staff to spend time actively involved with children, listening and talking to them, so helping them to feel recognised and valued as individuals. Staff are familiar with use of the 'Birth to three matters' framework to support their planning and provision for younger children's development and learning.

### **Nursery Education**

The quality of teaching and learning for the funded nursery education programme is good. Staff are sufficiently familiar with the 'Curriculum Guidance for the Foundation Stage' to enable them to plan a topic-based programme of activities giving generally broad and balanced coverage across all areas of learning. They make good use of external sources of advice and training to enable them to effectively support children with identified learning needs or disabilities. Observations of individual children's activities and stage of development help staff track individual children's overall progress, through the stepping stones, towards the early learning goals. However, at present these assessments are not used to best effect to inform short-term planning to ensure that activities offer consistently high levels of challenge, independence and progression, particularly for older and more able children. Staff work well together as a team to ensure that sessions run smoothly and that time is used well to provide a balance of adult-led activities, such as circle time, and opportunities for child-chosen activities individually or in small groups. Resources and play materials are of good quality and generally suited to children's interests and stage of maturity. However, they are not always used to best effect to fully extend children's independent and purposeful learning. for example,, role play resources are not consistently organised and presented to encourage children to develop practical problem-solving and mark-making skills within their play.

High priority is given to promoting children's social and emotional development. Children know they are recognised and valued as individuals because staff listen carefully to them and encourage them to share their ideas and experiences with others, for example, as they sit sociably together at meal times or when they are given time to share their news at circle time. Staff use a number of effective methods to help children understand what is expected of them, for example, using discussion with puppets to encourage children to think about sharing and turn taking. Children are encouraged to become aware of their own and others' feelings, for example, as they share books and stories about different emotions and family circumstances.

Children's communication skills are generally developing well. They show great interest and enjoyment in well-told stories, and often choose to share books with each other in the book

corner. This includes simple factual books as well as stories, so helping support their learning about different topics, such as the life cycles of butterflies or frogs. Children readily talk about recent events and experiences in a group. They frequently enjoy a varied range of mark-making activities as they use, for example,, crayons, chalks or paints. However, they are less frequently actively encouraged to develop their own purposeful writing, for example, by trying to write their own names on their paintings, or as part of consistently well-resourced role play.

Children develop a growing awareness of shape and size, for example, as they build with commercial construction sets or make paper collages. They use a selection of resources enabling them to begin to develop some awareness of repeating patterns, such as when they thread different coloured beads onto laces. Children often use number names in their play, sometimes reliably counting up to 10, for example, when sorting out plastic farm animals or differently shaped plastic bricks. They are familiar with the idea of 'counting down' as they often sing a good range of number songs such as 'Five speckled frogs'. However, independently they less frequently explore number problems through well-planned and presented practical play activities.

A variety of topic-based activities help support children's knowledge and understanding of the world. They learn about their local community through visits to local shops or schools, and make comparisons with the wider world as they participate in role play with pretend igloos or recognise festivals such as Chinese New Year. Children begin to design and build in different ways as they fasten tubes together to make a run for a car, or use paper fasteners to join cut-out shapes together. They show interest in varied aspects of technology, such as using simple computer programmes, or exploring how binoculars make things look bigger or smaller. They show excitement and interest in aspects of the natural world, for example, when they make snowballs or slide in the snow, or when they recollect the feeling of holding a caterpillar in their hands.

Adult-led activities introduce children to a variety of creative materials and techniques, such as marble painting, box modelling and collage, so introducing them to different aspects of colour, shape and form. They enjoy exploring their own creative ideas as they freely paint, draw or make playdough shapes. They show familiarity with a varied range of songs, and often spontaneously sing as they play. They use untuned percussion to tap out different rhythms, and respond to music of different types through movement. They regularly enjoy simple role play, although this is not consistently organised to best effect to fully extend their independent and sustained play.

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

The provision is good.

Children are helped to develop confidence and a sense of belonging in this welcoming setting, for example, as more established children spontaneously greet newer children by name. Staff make effective use of example and explanation to help children understand what behaviour is expected of them. for example,, children quickly become familiar with use of a newly-installed hand basin in the playroom to ensure their hands are clean before snacks or meals because staff demonstrate and explain its use. Staff encourage children to take some responsibility for their surroundings and belongings, for example, by hanging up their own outdoor clothing or painting aprons and by helping to sweep up spilt sand or tidy away toys. Children begin to learn how to manage their own behaviour because staff are calm and consistent in dealing with any minor squabbles, acknowledging children's feelings and encouraging them to negotiate and take turns.

The playgroup takes active steps to support children's individual learning needs. For example, staff work closely with parents and relevant professionals to gain an understanding of children's specific needs and acquire new skills such as signing to enable them to support children's communication effectively. Children routinely enjoy using a good selection of books reflecting different cultures and lifestyles or caring for dolls with a range of different skin tones. They participate in events to mark different religions and festivals such as Chinese New Year or Easter, so helping them recognise and respect diversity. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents speak very positively about staff's caring and committed approach which helps them feel confident in the care offered to their children. A clear and concise prospectus provides useful information to parents, such as a summary of aspects of the 'Birth to three matters' framework and of the Foundation Stage, so helping to promote an understanding of the provision for children's development and learning. Key staff, taking lead responsibility for individual children, meet with parents as part of the initial admission procedure in order to gather information on children's specific interests and preferences. Consequently, this helps them have regard to children's individuality. In addition to much informal daily discussion with staff, parents are invited to regular review meetings in order to share information on children's overall progress. A notice board with regularly updated details of current topics and activities helps provide information, enabling parents to make links with their children's learning at home.

## **Organisation**

The organisation is good.

Children are happy and settled in this friendly and caring group. Good adult:child ratios enable staff to work closely with children and know them as individuals. The established staff team work well together to create a calm and well-organised environment, so helping children to benefit from continuity of care and to understand what is expected of them. Identified recruitment and clearance procedures are in place to ensure that any new staff recruited are suitable to work with children. Current staff show continued commitment to the ongoing use of available local training to update their awareness of current issues and ways to support children's needs, for example, by attending workshops on future developments in early years or on the use of signing to support children's communication.

Comprehensive policies and procedures are readily accessible and methodically organised. Staff generally show good awareness of how to implement these to underpin children's care and welfare, for example, with regard to their child protection responsibilities or positive ways to manage children's behaviour. Necessary records, such as children's contact and health details, are detailed and regularly updated, so ensuring that effective information is readily accessible to underpin arrangements for children's care.

The leadership and management of the funded nursery education programme is good. A programme of regular appraisals is now in place enabling staff to regularly review their achievements and establish agreed priorities for their individual professional development. In addition to ongoing informal discussion, staff meet frequently to evaluate arrangements and activities and to contribute to future planning. Links with local authority staff and use of self-evaluation materials enable staff and management to review practice at regular intervals and identify ways to develop the existing provision, for example, to best meet the needs of a changing age-range of children. Overall children's needs are met.

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

At the last inspection of day care the playgroup was asked to ensure the uncollected child policy contained sufficient detail and that children had an appropriate range of activities reflecting diversity. A clear written procedure is now in place and accessible to parents. This identifies the actions to be taken in the event of a child not being collected, so helping to underpin arrangements for children's safety and welfare. Children now enjoy using a good selection of books reflecting different cultures and lifestyles. They use dolls and playpeople with different skin tones and listen to music, taste foods and mark festivals linked to different cultures such as Chinese New Year, so helping them recognise and respect diversity.

No recommendations were made at the last inspection of funded nursery education, but the playgroup was asked to consider how children's developmental records were shared with parents. Parents now have free access to their children's developmental records and are invited to half-termly meetings to discuss these with the key staff taking lead responsibility for their children. Consequently, parents and staff are able to gain a shared understanding of children's development and progress.

### **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 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):

- establish clear arrangements with parents to ensure that children's packed lunches are consistently stored at safe temperatures
- improve safety arrangements by developing risk assessments to minimise risks of children accessing other areas of the premises unsupervised and ensuring other users' equipment does not pose a hazard to children

#### **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 planning and presentation of resources and play materials to more effectively extend children's independent and purposeful play, with particular regard to role play

- develop use of observations of children's stage of development within short term planning to more effectively ensure that planned activities provide high levels of challenge and progression across all aspects of learning, particularly for older 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](http://www.ofsted.gov.uk)