

# Orton Longueville Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	256797
<b>Inspection date</b>	13 June 2007
<b>Inspector</b>	Anna Davies
<b>Setting Address</b>	Longueville Lakeside Centre, Oundle Road, Orton Longueville, Peterborough, Cambs, PE2 7EA
<b>Telephone number</b>	0780 3871737 01733 239283 Admin
<b>E-mail</b>	<a href="http://www.Geocities.com/oldbygroup">www.Geocities.com/oldbygroup</a>
<b>Registered person</b>	Orton Longueville 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 satisfactory. 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?

Orton Longueville Pre-school opened in 1967. It operates from the Orton Longueville Lakeside Leisure Centre adjacent to the local Primary and Secondary schools. The Pre-school serves the local area, and children also attend from further afield.

There are currently 89 children from two to five years on roll. Of these, 64 children receive funding for early education. Children attend for a variety of sessions. The setting currently supports a number of children with learning difficulties and/or disabilities and who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 9.15 am until 11.45 am Monday to Friday and 12.30 pm until 3.00 pm on a Monday and Wednesday. The setting offers an extended session on a Thursday from 9.15am until 3.00pm.

Five part-time and four full-time staff work with the children. Over half the staff have early years qualifications to NVQ Level 2 or 3. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's health is actively promoted by the staff who follow effective procedures to maintain a healthy environment and encourage them to develop good personal hygiene routines. For example, staff wipe tables with antibacterial spray before the children sit down to eat snack and food at snack time is kept covered to prevent cross-contamination. Children wash their hands after messy activities and after using the toilet. Staff provide children with wipes before they eat their snack and they learn about the benefits of maintaining good personal hygiene through discussion and reminder posters displayed around the setting. Children receive appropriate treatment when they have accidents because most of the staff hold current first aid certificates and suitably stocked first aid boxes are available both for use in the setting and whilst on outings. Children benefit from the effective record keeping in relation to records of accidents and the administration of medication, although the system for recording details of the use of long-term medications by children, is less efficient.

Children are well nourished whilst they are at the setting. Children respond to their own bodies' needs by accessing a drink and snack when they wish through a 'rolling' snack system. They are offered nutritious and healthy snacks such as a selection of fresh fruit platters, yoghurt, raisins and raw vegetables. Staff are mindful of seasonal changes and ensure that during the winter months children receive a more 'warming' snack of toast, crumpets or homemade soup. Children are encouraged to select their own plates and cups to eat and drink from, pour their own drinks and clear away their used plates after eating. This develops their independence skills. Children begin to learn about healthy living during themed activities such as 'Health Week' and discuss the different food groups which they later turn into a display of a 'healthy eating wheel'.

Children's good health is promoted as they benefit from many opportunities to get fresh air and exercise. They are able to choose between indoor and outdoor play throughout each session and enjoy the wide range of activities that help to develop their physical skills. They benefit from a spacious, well-resourced garden and outdoor play area. Children climb in the very low branches of trees, plant potatoes, dig in soil and bark chippings and create structures from crates and lengths of pipe. Children are effectively supported in their play outside by staff who become involved in the games, enhancing the children's experience of outside play. For example, staff play football encouraging children to talk about the distance that they can kick the ball. Children attempt obstacle courses which helps to develop their physical control, negotiating space as they crawl through hoops, balance on beams, and climb on apparatus. They have opportunities to practise fine physical skills using tools such as scissors, toy screwdrivers, and hole punches. They enjoy threading and weaving wool with needles which develops their hand and eye co-ordination.

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

The provision is good.

Children play and learn in a friendly, spacious and welcoming environment. For example, many appealing displays of art work and posters helps children to feel a strong sense of belonging and self-worth. Children's safety is actively promoted by the staff who supervise the children well at all times as they move between indoor and outdoor play. Children play in a safe and secure environment. For example, the front door is kept secure, all parents and visitors are

greeted when they arrive and visitors use a book to record their times of arrival and departure. The outside garden and play area is fully enclosed and has an area of safety surface under the climbing frame. Staff ensure that they position themselves in different areas which enables them to supervise and support the children effectively. This means that children are able to take risks such as climbing in the lower parts of trees and getting inside the sand pit, within a safe and well-supervised environment. Children begin to learn about fire safety because they regularly practise emergency evacuation drills where they become familiar with the procedures through clear and calm explanations from the staff. Children enjoy using a good range of safe, suitable and appropriate play materials. They have some opportunities to self-select their own activities and the spacious, well-organised environment ensures that they are able to move freely between their chosen tasks. They learn to take some responsibility for maintaining a safe environment for themselves and others as they confidently report to adults any damaged resources that they come across.

Children's welfare is safeguarded because most staff have completed relevant training in this area and have a secure understanding of the procedures for recording and reporting concerns. A written child protection policy is shared with parents which generally outlines the duty and responsibility of the setting with regard to protecting all children's safety and well-being.

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

The provision is good.

Children enjoy attending the setting and eagerly settle into the care of the staff. They have opportunities to select their own play materials from the wide range of toys, resources and equipment that are set out by the staff before children arrive. Children are able to request further resources and staff readily respond. Children benefit from the well-organised environment. For example, they are able to take part in messy play and arts and craft activities in a separate area which has an appropriate floor covering and facilities to wash hands. Children's imaginative development is stimulated in the role play area which frequently changes its theme. For example, children enthusiastically paint a large empty box for the 'post office' and excitedly discuss what it is going to be used for. Staff skilfully support activities, interacting with the children and extending their learning. For example, as the paint on the post box is drying, they suggest mark-making on envelopes and adding stamps, so that they are ready to post. Children respond with enthusiasm and delight. All children feel confident and secure as they follow the setting's routines. For example, children quietly sit on the carpet to say 'good morning' when they arrive, and eagerly discuss the group activities that they are going to do next. Staff spend much of their time talking and listening to them and this results in warm relationships between the adults and the children.

All children at the setting are offered the opportunity to participate in the same activities and these are generally adapted accordingly to meet individual children's developmental needs. Children under three years have their achievements and development recorded through effective use by the staff of the 'Birth to three matters' framework. Observations on individual children are recorded regularly and transferred into children's individual records of achievement. The information from observations is used to inform the short term planning of activities. This ensures that activities can be specifically prepared for the children in order to promote their skills further.

### **Nursery Education**

The quality of teaching and learning is good. Children benefit from the staff's clear knowledge and understanding of the Foundation Stage and how to implement this in order to promote children's learning. Staff position themselves within the activities and engage the children in purposeful discussions by asking questions, extending children's vocabulary and imagination. There are systems in place to acknowledge how activities can be adapted to meet the needs of children of different ages and abilities. However, this information is not always used effectively in practice which results in some missed opportunities to extend and challenge more able children. The planning is linked to the Foundation Stage and the stepping stones. All staff are involved in the planning. Each key worker knows their children well and they use this knowledge and information from children's observations to identify the children's next steps of learning and current interests and incorporate these into the planning and activities offered. This ensures that activities are meaningful to the children and further promote their individual next steps of learning. During their time at the setting children have regular observations recorded of their efforts and achievements which are used to inform staff of the planning. Children also have a more detailed observation completed at least once a term. Their progression is generally shown through these observations and from the staff knowing the children well. However, observations are not linked back to the stepping stones which is not completely effective in demonstrating the specific progress children are making towards the Early Learning Goals. Children's development and experiences are enhanced because the staff use their skills to provide a high quality range of activities in an interesting indoor and outdoor learning environment. Children benefit from the praise, encouragement and positive interaction from the staff because their confidence and self-esteem is promoted.

Children relate well to each other and adults, confidently expressing their ideas. For example, children create sand models by working together to fill the container and carefully upturning it to look at what they have created together. Their confidence and self-esteem are developing as staff listen when they speak and join in with their imaginative play ideas. For example, as children confidently hand staff envelopes explaining that they have 'bills' to pay, they play along, pretending that they 'haven't any money to pay'. Children then further develop their ideas by reassuring staff that they can pay them using their 'car insurance!'. Children are confident in their self-care as they pour their own drinks at snack time, having first selected their own plate and cup and independently use the bathroom. Children confidently put on their own coats and learn how to take their shoes and socks on and off in preparation for future school physical education sessions. Children behave well and spontaneously prompt each other to use manners. For example, one child reminds another 'don't say, if you want, say, if you like'. They learn about the different job roles within their community as different visitors such as a fire fighter, health visitor and police officer come into the setting to share information. Children are beginning to understand the needs of others as they make a 'get well' card for their poorly friend and decorate it with individual messages and drawings.

Children are confident speakers and spontaneously approach adults to make their needs known as they play. For example, children ask for extra resources such as footballs and toy animals, to support their own play ideas. Children are beginning to understand that print carries meaning as they recognise and select their own name cards when they arrive at the setting, and later use these to 'pay' for their snack. Children have made their own story books and these are easily accessible for children to re-visit. This encourages them to develop their early reading skills and maintain an interest in books. Children particularly benefit from the staff's enthusiasm to extend their interest in stories through the use of props and other activities that are based on the theme of the story. For example, following the story of 'Goldilocks and the three bears' read outside, children are encouraged to find big, medium and small bowls and make porridge using sand. This is effective in further extending children's interest and enjoyment of books

and favourite stories. Children practise their early mark-making skills as they access a useful range of writing materials during their play and learn that writing has many different purposes. For example, children use pencils to mark 'addresses' on envelopes in the 'Post office' role play area and attempt to write the first letters of their name. However, sometimes when children present their drawings to staff, there are some missed opportunities to encourage them to write their own names on their work. Children use many visual prompts and planned activities to encourage them to link sounds to letters. For example, posters that the children have created are displayed, which depict pictures of items that begin with a chosen letter sound. Children listen to the sounds of the initial letters of items and place them on top of the corresponding letter on the alphabet mat.

Through spontaneous and planned activities, children are beginning to see connections in numbers, shape and size. For example, children confidently count the number of windows in a toy car. However, there are missed opportunities to extend this activity to provide further challenge. Children are able to discuss with staff the height of their tower of building bricks and this is extended to count the number of bricks that make it that tall. Children use weighing scales to weigh both themselves and their pretend play dough ingredients. Children are gaining confidence in the concept of measurement as they clearly describe that they have got a 'measurer' and are going to measure the wall. Children are learning early calculation skills as they work out how to share items such as 'dog bones' between two toy dogs. They confidently sort items into sets, for example, children take part in a traffic survey, using pieces of paper to represent particular types and numbers of vehicles. They use this information to create a graph of their findings.

Children are beginning to make sense of the world around them by investigating and exploring through first hand experiences in an interesting environment. For example, they experiment with toy cars and lengths of drainpipe to see how they can make the cars travel faster and slower. Older children enthusiastically explain how they are going to use a wormery and play an active part in setting it up in the garden. Staff are proactive in encouraging children to ask questions and supporting children in finding answers to their questions. For example, they give children access to many reference books to further their understanding of how things work and what things look like. Good opportunities are provided for children to design through building their own models from recyclable materials and many other construction toys and equipment. They make many large-scale models as a group, for example, a boat, aeroplane, bus or rocket which supports their current role play area theme. Children use programmable toys such as the 'Roamer' and appropriate programmes on the computer. Routinely in their play, children use calculators, stop-watches and a digital camera. These activities promote their understanding of information technology. Children take part in seasonal walks and planting seeds, mushrooms, potatoes and pumpkins. These activities encourage children to observe growth and development and the changes that happen over a period of time. Children learn to value and respect diversity as they celebrate festivals from around the world and taste different traditional foods. Many positive images of diversity are displayed around the setting which gives children a greater understanding of the diverse society in which they live.

Children are able to be creative, generally expressing their own ideas and thoughts through craft, music and imaginative play. They freely explore paint, experimenting as they mix colours together using both brushes and their hands. They use their senses to explore different textures such as cooked spaghetti, shaving foam and wet sand and can describe what their senses tell them when they put their hands into a 'feely' box. Children participate in music sessions together using a wide variety of instruments such as tambourines, guitars and xylophones. Children's imagination is well stimulated through the use of an ever-changing role play area. Themes

include a hairdresser's, building site, hospital and veterinary practice. These are extensively resourced and enable children to re-enact real life, familiar experiences.

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

The provision is good.

Children are welcomed into the setting and are included in all activities. They are treated as individuals and with respect. For example, children's birthdays are celebrated with a pretend cake and singing. This boosts children's feeling of self-worth. Staff know the children's individual interests well and use this knowledge effectively when planning activities for the children. Children's contributions are valued. Their work is displayed on the walls and they bring fruit and vegetables in from home to share at snack time with the rest of the group. This develops their sense of belonging and self-esteem. Careful planning, discussion with parents and organisation ensures that each child's requirements regarding culture and religion are managed effectively. Children demonstrate a clear sense of belonging and ownership because they feel secure and they understand the boundaries and the daily routine. They make decisions about some of their own activities as they move between their chosen tasks and choose whether they play inside or outside. Children begin to learn about the local community and the wider world because various images are displayed that celebrate diversity through dressing-up clothes, books, dolls and play food. Various key phrases that may be useful to children are displayed within the setting, written in many different languages and texts. Children take part in the celebration of various festivals throughout the year including Chinese New Year, Christmas, Eid and May Day. Children who have learning difficulties and/or disabilities are effectively integrated into the setting. Staff provide effective support for the children and work closely with parents and outside agencies to ensure their needs are met effectively and sensitively. This ensures that all children have opportunities to reach their potential while attending the setting.

Children behave well because they are provided with a good range of interesting activities. They benefit from the staff's active approach when behaviour issues arise. They use sensitive strategies to support children and use their knowledge of the child to effectively distract them from incidents of inappropriate behaviour. Staff use age-appropriate explanations to encourage children to consider their own and others' feelings, for example, when sharing popular resources. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents are encouraged to become involved with their children's learning at the setting. They have access to information on notice boards and in regular newsletters regarding the planning and Foundation Stage curriculum, current themes and future themes and activities of the setting. Parents are consulted before their children start at the setting, to find out what they can do at home and they have opportunities to contribute written comments every six months in their child's 'Record of Achievement' file. Ongoing opportunities for inviting and recording contributions from parents and carers about what their children know and can do, are more limited. Staff make themselves available during arrival and departure times to discuss children's development with the parents. However, any information given by parents at this time about what their children can do, is not generally recorded and used effectively. Parents are welcomed into the setting and take part in activities such as face painting and celebrating cultural festivals by organising activities and wearing traditional clothing. This positive partnership with parents and carers has a beneficial impact on children's development and feelings of well-being.

## **Organisation**

The organisation is satisfactory.

The general organisation of the setting promotes positive outcomes for children. Adults working with children show care and concern for their welfare to give them a strong sense of well-being and security. Effective recruitment procedures ensure that children are cared for by staff who have relevant qualifications and experience and existing staff show a keen commitment to attending training to ensure that they have up to date skills and knowledge. New staff are subject to a comprehensive vetting and induction process to ensure that they are suitable and have a clear understanding of their roles and responsibilities to promote children's well-being. However, Ofsted have not been notified of changes to the chairperson and other committee members which is a breach of the regulations.

Children are happy and settled, they enjoy activities as staff make excellent use of the indoor and outdoor areas to ensure that it provides an enriched learning environment for the children. Staff deployment throughout the sessions is highly effective, moving flexibly between the indoor and outdoor environment to ensure that ratios are maintained and children are well-supervised at all times. The committee generally supports the supervisor and staff with fundraising events and the recruitment of staff for senior positions. However, they do not have an effective understanding of other specific roles and responsibilities as the committee of the setting. The setting has comprehensive and generally up to date policies and procedures in place which are available for parents. All the required documentation is in place.

Leadership and management is good. The supervisor and staff team make ongoing use of the self evaluation form to ensure that the five outcomes for children are kept at the forefront of the setting. This pro-active approach ensures that children's needs are met effectively. The supervisor monitors the programme for nursery education effectively and regularly discusses areas for improvement with staff. However, the committee do not generally share this knowledge and understanding. Regular appraisals ensure that staff have a clear understanding of their role and identifies their strengths, areas for development and training requirements. The supervisor ensures that all staff are involved in the provision and welcomes their input at regular staff meetings. This results in a committed staff team who work extremely well together to ensure that there are positive outcomes for children. Overall the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the setting was asked to further enhance children's independence skills by having some responsibilities within the session. Children help to tidy away resources at the end of each session and help to prepare the drinks and food at snack time. Photos show that children help to prepare and tidy away messy play activities and participate in creating wall displays. These activities further enhance children's independence skills. The setting was asked to develop a more manageable method of planning with specific regard to the observations made on children. Staff have looked at the practice of different settings and now make notes of observations and transfer these into the children's Record of Achievement files. This is a much more manageable and efficient process for the staff. The setting was also asked to clarify the role of Ofsted in the written complaints policy and share this with parents. This policy has been updated in line with requirements and is awaiting, with other amendments, to be formally printed into the policy booklet. Meanwhile, parents have been made fully aware of the amendments to ensure that they understand the role of the regulator of the setting.



## Complaints since the last inspection

Since 1 April 2004 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 satisfactory. 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):

- inform Ofsted of any change to the chairperson or other committee members. Ensure that the committee are fully aware of their roles and responsibilities
- develop a more efficient system for recording details of the administration of long-term medications.

### 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):

- ensure that the systems to show how activities can be adapted for different ages and abilities of children are effectively used in practice
- further develop systems for inviting and recording contributions from parents and carers about what their children know and can do. Further develop ways to be able to demonstrate to parents the specific progress children are making towards the Early Learning Goals.

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)