

Carver Road Playgroup

Inspection report for early years provision

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| Unique Reference Number | 218110 |
| Inspection date | 21 May 2007 |
| Inspector | Ann Winifred Harrison |
| Setting Address | Carver Road Community Centre, Carver Road, Burton-on-Trent, Staffordshire, DE13 0GQ |
| Telephone number | 01283 536180 |
| E-mail | |
| Registered person | Carver Road 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 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?

Carver Road Pre-school Playgroup opened in 1992. It operates from a community centre in Burton-on-Trent. It serves the local Horninglow and Stretton area. A maximum of 26 children may attend the setting at any one time. The playgroup opens four days a week, term-time only. Sessions are from 09.30 until 12.00.

There are currently 29 children aged from two years to five years on roll. Of these, 15 children receive funding for nursery education. The nursery supports children with learning difficulties and/or disabilities and children with English as an additional language. The playgroup employs four staff, who all hold appropriate Early years Qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene and keeping healthy. They know that they must wash their hands before eating and after using the toilet. Staff explain why they need to remove the germs that may make them poorly. The use of paper towels helps to reduce the risk of cross-infection. Good hygiene procedures throughout the setting ensure that children are cared for in a clean environment. For example, staff wipe tables before children use them for snacks and staff wash their hands before preparing food. Effective procedures are in place for sick and infectious children which help prevent the spread of infection and help to keep children healthy. Accident and medication systems are fully understood by staff and all records are accurate and up-to-date. This keeps children healthy and safeguards their well-being.

Children are well-nourished. They help themselves to snacks of fruit or carrot sticks if they are hungry at the start of the session and then at snack time they enjoy a varied menu such as, toast, fresh fruit and cereal. They enjoy listening to the 'crackle' of the cereal as they add their own milk. All snacks comply with any special dietary requirements to ensure children remain healthy. Staff work in partnership with parents to meet children's dietary needs. Children are learning about healthy living through discussion with staff and well planned topics. Staff talk to children at snack time about which food and drinks are good for them and that too many sweets are not good for their teeth. Drinks are available at all times to ensure children are well hydrated.

Staff use the 'Birth to three matters' framework and the Curriculum guidance for the foundation stage well to provide a good range of physical play experiences for all children. Children use a wide range of equipment in the indoor physical play area such as bikes and climbing equipment. They join in well with action songs and musical games and enjoy taking part in a dinosaur obstacle course where they climb on equipment and go under and over obstacles. All children have regular opportunities to go outside for fresh air on the near by playing fields. They enjoy running, throwing and catching and playing with skipping ropes and bean bags. This enhances children's physical development.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming and well-organised environment, where risks to children are limited through good safety and security procedures. No unauthorised persons are able to enter the setting because the staff are vigilant about checking identification of visitors. They follow procedures consistently to make sure children are only released into the care of named persons. Daily checks on the premises and equipment are made to ensure children are kept safe. Comprehensive risk assessments are completed by staff, which identify the risks to children and how to minimise them. Children are well supervised and staff ensure that adult to child ratios are maintained at all times. Fire evacuation procedures are fully understood by staff and are practised regularly, consequently, children's safety is well promoted.

Children learn how to keep themselves safe, for example, they understand that they must not run in the play room in case they fall and they know that they must not climb on stacked chairs because it is dangerous. Staff use a safety picture board to discuss with children how they should keep themselves safe when on outings. They know they should use the pelican crossings

to cross the road and they should not talk to strangers. Children use a wide range of indoor and outdoor equipment which is developmentally-appropriate and well maintained by the setting.

Children's welfare is safeguarded because the setting has a robust policy regarding child protection that is understood well by staff. Staff have undertaken child protection training and are confident in their role to protect children from risk of harm and know what procedures to follow if they have concerns about a child in their care. All staff hold a first aid certificate which ensures any injuries are dealt with effectively.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the group confidently and enjoy their time in the setting. They collect their 'name star' on entry and put it on the registration board. They all sing a welcoming 'hello song' to each other at registration time. They enjoy the positive interaction with staff which increases their sense of trust and well-being. They benefit from familiar routines and staff are very attentive to their needs. Staff plan a stimulating and exciting programme of activities to inspire and engage children, as a result children show interest in the activities and high levels of concentration. For example, children sit for long periods at story time and enjoy joining in the actions of 'Going on a Bear Hunt.'

Children benefit from a colourful, stimulating and interesting environment in which they are happy, content and well cared for. Staff provide good resources to enhance children's learning. Children use their imagination well because staff provide interesting and well planned role play scenarios. For example, a shop, a vets or a hospital. Children play happily together and with adults, using resources such as puzzles, dinosaurs and number games. Musical activities include singing and action rhymes which contribute to children's developing communication skills. Children enjoy creative activities such as painting and making dinosaurs heads from paper mache on balloons.

Staff are using the 'Birth to three matters' framework well to plan and provide activities for young children's development. They have an understanding of the range of experiences which enable young children to develop and learn. Key workers complete observations and assessments of their children to find out what they know, and these are beginning to inform planning for children's next steps in learning. This ensures children make progress.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Staff have a good knowledge and understanding of how children learn and use the stepping stones to clearly identify children's achievements in their individual profiles. Planning is good, links clearly to the stepping stones and ensures a wide range of activities and experiences are provided to extend children's learning. However, plans do not show how all children will be challenged. This limits children's progress. Staff undertake detailed observations and assessments and they are beginning to use these to inform planning for children's next steps in learning. Staff engage in children's play and challenge them by good use of questioning to extend their learning. For example, children are questioned about what they have been doing during the session and what the story was about. Children excitedly correct staff as they purposefully make mistakes about the story or the activities that were available. Staff make good use of resources such as story baskets and puppets to make learning

fun for children. Behaviour is well managed and this results in a calm and caring environment for children. Any behaviour issues are dealt with sensitively and quietly.

Children separate from their parents and carers with confidence. They form good relationships with staff and their peers, which promotes their sense of well-being. They work well in groups, sharing and taking turns with board games, instruments and throwing and catching balls. They sit well at registration time and are confident to share their news about what they have been doing at home. They are learning that print carries meaning through recognising their name on name cards and seeing words in the environment. They listen well to stories such as 'The Gingerbread Man' and excitedly predict what might happen next and recall confidently who is chasing him. Children make very good use of the book area, they choose their own books and discuss stories with each other. They listen and recognise sounds as they play 'Mr Bear Lives in a Cave.' They have good opportunities to practise their emergent writing skills in the writing area, which is well resourced and supported by staff. Some children are beginning to write their own name. Children understand and use numbers well. They count reliably to 10 and above, as they count the number of children present. They have good opportunities to develop simple calculation skills through number rhymes such as 'Five Currant Buns' and counting how many more cups they need at snack time. They are beginning to weigh and measure as they count and weigh pebbles in the maths area.

Children move confidently and are developing good coordination skills, they show a good awareness of space and handle a range of tools and small equipment well. They learn to balance and climb during physical play sessions. They stomp like dinosaurs and fly like pterodactyls as they play 'What Time is it Mr Dinosaur?'. Staff explain to them that exercise is good for them and helps them think. Children express themselves freely through painting and enjoy exploring many different textures such as sand, water and collage. They explore the differences in warm and cold water as they watch ice cubes melt in the water tray. They enjoy making models with play dough and recycled materials. Children are interested in the environment and are provided with a variety of activities which enable them to explore their surroundings, for example, walking around the local area to visit the florists and the butchers. They visit the local allotments where they look at the vegetables. They plant sunflowers and cress seeds and watch them grow. They are beginning to learn about time as they use the 'Pre-school Clock' to discuss with staff what happens next and what they have already done. Their imagination is well developed as they play in the role play area, dressing up and acting out stories.

Helping children make a positive contribution

The provision is good.

Children are warmly welcomed in the setting and are cared for by staff who liaise closely with parents to ensure their individual needs are met. Staff regularly share information with parents regarding children's care, learning and development. Parents are invited to 'Stay and Play' sessions where they can join in with play and discuss their child's progress with their key worker. All children are valued and respected as individuals. They are invited to bring in items from home to put on the 'Special Table' to show to their friends and staff. Children's confidence and self-esteem are developed well by staff with very good use of praise and encouragement. Children are beginning to learn about the wider world through well planned activities and topics such as Chinese New Year and Diwali. There is a good range of resources to raise children's awareness of diversity, for example, puzzles, dolls and books in dual languages. Children's spiritual, moral, social and cultural development is fostered.

Children behave well in response to clear boundaries set by staff. They are learning to share and take turns with equipment, for example, they share construction toys and take turns when playing musical instruments. Children's independence is well fostered as they put on their own coats and pour their own drinks. They move freely around the large play room and choose from a good variety of activities that staff have set out. However, they have limited opportunities to self select resources to initiate their own play. Children with learning difficulties and/or disabilities and children who speak English as an additional language are warmly welcomed into the setting. Staff support children well and work well with parents and other agencies to meet children's individual needs.

Parents receive very good written information in a welcome pack, on how the setting operates. They are invited to give their views on a regular basis through ongoing discussion and suggestions in a comments book. The partnership with parents and carers who receive nursery education funding is good. They receive good information on the educational programme provided for their children. Regular newsletters inform parents of current topics, however, suggestions of how they might help extend their child's learning at home are limited. Parents are also invited to make appointments with staff to discuss their child's assessments and attainment if they wish to do so. The consistency is further advanced by daily verbal feedback to ensure parents are informed about what their children have been doing whilst attending.

Organisation

The organisation is good.

Staff are deployed effectively and are very clear about their roles. In addition, each child is allocated a key member of staff to ensure support for children and consistency of care. Children benefit from a staff team that are committed to training and development to improve their practice. Children are familiar with the routine and are comfortable and at ease in the setting. Space and resources are well organised which enhances the care offered to children.

There are effective recruitment procedures which ensure that staff are appropriately vetted and there is a good level of qualified staff who work with the children. However, not all committee members have been suitably vetted which means children are not fully protected. There is a high ratio of staff to children to offer good support to children. There are clear systems in place for recording the attendance of children and staff. Induction training and detailed policies and procedures work well in practice to keep children healthy and safeguard their welfare.

The leadership and management is good. Staff have a good knowledge and understanding of the 'Curriculum guidance for the foundation stage' and 'Birth to three matters' framework. Which means they plan a comprehensive range of activities to help children to learn through their play. A system of observation and assessment is in place, and these are beginning to inform planning for the next steps of children's learning. This means that the children's progress is monitored appropriately. Staff are enthusiastic and work efficiently together as a team and there is a supportive management structure in place. The manager takes an active part in the setting and monitors the educational provision well, and she is committed to continuous improvement and development. Staff are supported with regular meetings, ongoing training and appraisals which ensures the educational programme is delivered effectively. Overall children's needs are met.

Improvements since the last inspection

At the last inspection the setting was asked to ensure staff have access to relevant first aid training that included babies and young children. To address this the staff have all attended first aid training that includes paediatric first aid, this ensures that children are protected in the event of an accident.

Nursery Education

At the last inspection the setting was asked to improve the opportunities for all children to recognise numerals and familiar words in print on a daily basis. To address this the setting has increased the use of numerals in the environment. Children have daily opportunities to see numbers during registration time, when partaking in activities in the mathematical area and within small group activities. They have good opportunities to see print in the environment as staff have increased the amount of labelling on displays and equipment. Children find their 'named star' at registration time and at snack time. This means that children are beginning to learn that print carries meaning.

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 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):

- develop further opportunities for children to self select resources and initiate their own play
- ensure all committee members are suitably vetted.

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 further information for parents to help with their child's learning at home

- develop further the system of observation and assessment to plan for children next steps in learning and ensure that all children are challenged.

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