

# Brown Edge Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	218104
<b>Inspection date</b>	25 April 2007
<b>Inspector</b>	John Vernon
<b>Setting Address</b>	Sandy Lane Youth & Community Centre, Sandy Lane, Brown Edge, Stoke-on-Trent, Staffordshire, ST6 8QJ
<b>Telephone number</b>	01782 505246 or 502361
<b>E-mail</b>	
<b>Registered person</b>	Brown Edge Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care, Out of School 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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Brown Edge Pre-School Playgroup opened in 1976 and extends to provide a holiday club during school holidays. Both settings operate from the hall and a small room within Sandy Lane Youth and Community Centre. The playgroup session also operates from St Anne's Primary School each Monday morning. The playgroup and holiday club serve the local area.

There are currently 28 children from 2 to 5 years on roll at the playgroup. This includes 13 funded 3-year-olds. There are 30 children from 3 to 8 years on roll at the holiday club. Children attend for a variety of sessions.

The playgroup opens five days a week during school term time. Sessions last from 09.00 until 11.30 on Mondays, and 09.30 until 12.30 Tuesday to Friday. The holiday club opens on Tuesdays and Thursdays between 09.30 and 12.30.

There is one full-time staff member and seven part-time staff who work with the children. Three-quarters of 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 (EYDCP).

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children stay healthy and benefit from good opportunities to learn about good personal hygiene during daily routines, such as washing hands after visiting the toilet, before snack and after messy play. Additionally, older children are aware that washing their hands with soap and water helps to wash away germs. Staff remind children to cover their mouths when they cough and therefore the risk of cross-infection is minimised and children stay healthy. All staff have received some food hygiene training and consistently follow appropriate procedures when preparing food or drink.

All required documents and consents are in place. Children receive good quality care if they become ill or have an accident, because staff are alert and have a good awareness of the individual health needs of the children. The accident and incident records are complete, signed and dated by parents. All staff have a good knowledge of first aid and most staff have specific first aid training to ensure the welfare of the child in the event of an accident or emergency.

Children are offered a good variety of play opportunities. Physical play is planned for the children every day and they have access to a suitable outdoor play area during fine weather. Children demonstrate increasing control whilst walking and balancing on a variety of age appropriate equipment. For example, children have fun and enjoy negotiating stepping blocks, skilfully moving forwards, backwards and sideways. Consequently, they are beginning to gain an understanding of how keeping active contributes to a healthy lifestyle.

Children are aware of the importance of taking good care of their teeth and eating healthily, as staff have encouraged other adults, such as a dental hygienist, to visit the setting. Children's dietary needs are well met through the provision of a mid-morning snack that takes account of their individual needs and preferences. Children sit together in small groups to enjoy toast, crumpets and fruit, and are offered a choice of milk or water to drink. Although some children are aware that they can ask for a drink when needed, not all children have access to water at all times. Potentially, they could become dehydrated.

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

The provision is good.

The children are cared for in a safe and secure environment where staff take positive steps to minimise risks. For example, staff exclude children from the kitchen and organise themselves well when supervising the children outdoors. Equally, they closely monitor arrival and departure times to ensure children do not leave without an authorised adult. Good fire precautions are in place and staff regularly practise evacuation procedures with the children to ensure they know what to do in the event of an emergency.

Staff encourage children to hold hands and keep within sight of an adult when on trips. Equally, children learn about road safety and the importance of 'Stop, Look and Listen' when playing outdoors and away from the setting. As a consequence, the children are beginning to develop an awareness of personal safety.

Children can select activities from a good range of developmentally-appropriate resources, which meet safety standards. Children are able to rest and play in comfort as there is ample space for their needs. Toys and resources are available at floor level and are easily accessible

to children. Consequently they are able to self-select, and make choices about their play. Play materials are monitored to ensure they are safe and age-appropriate. The regular cleaning of toys and equipment helps to reduce the possibility of the spread of infection.

Staff have a good awareness of the signs and symptoms of abuse and neglect and there is an appropriate policy in place. Staff have a clear understanding of the procedure to follow should a concern arise. All staff have received some training in child protection and two members of staff have undertaken advanced child protection training to ensure that the children's welfare remains paramount.

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

The provision is good.

Children form good relationships with each other. Most children arrive happily and settle well. They hang up their own coats before going out to play, help at snack time and use the toilet and hand washing facilities with increasing independence. However, at times, staff are too quick to do things for the children. For example, when children need to blow their nose, this is often done for them by staff members. Equally, during messy play, any sand, paint or glue spillages are often cleaned up by staff. In both cases, many children are able to do this for themselves. Therefore, all children are not always given opportunities to develop their self-reliance and independence to the full.

Children are given opportunities to learn about what is right and wrong. In general, they are developing an awareness of their own needs and those of others, and beginning to gain an understanding that their actions, along with the actions of others, have consequences.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children are offered an appropriate balance of adult-led and child-initiated play, which ensures they are engaged in a suitable range of developmentally-appropriate activities. Staff are experienced and enthusiastic about engaging children in educational play. Overall, staff are developing their understanding of the Foundation Stage. Across the staff team particular knowledge and understanding of the stepping stones in relation to the children's development is less secure. This means that not all staff enable all the children to gain the most from their play and learning.

Children enjoy their time at the setting. They have a positive attitude to learning and are developing increasing levels of confidence in their play. In general, the children interact well with staff and their peers to share experiences and ideas, for example, actively seeking out staff members to show them what they have made.

Most children confidently recognise their own name and make good use of the toys and play resources offered. Children are developing skill in holding pens and pencils. Within the role play area children enjoy talking to each other on 'mobile phones'. Children mark make in context as they record telephone numbers and make appointments for friends at the 'hair salon'. Children practise counting during everyday play activities. They become familiar with mathematical language as they count steps together, as they descend to the outdoor play area and help staff to count other children into groups. Children are beginning to make connections and relationships between numbers, shapes and measures. Staff ask open questions to gain further understanding from the children. For example, at the sand play area children are asked to predict how many cups of sand they might need to fill various pots and containers.

Children have access to a safe and suitable outdoor play area. They go outside to play every day as the weather allows. Children have access to a good range of outdoor equipment. During inclement weather staff organise physical play indoors. Children enjoy exploring and investigating living things. For example, they enjoy watching bugs and spiders whilst playing outside. Equally, some children have fun picking daisies and making daisy chains with staff. Outside, children sing and recite popular nursery rhymes and songs as they join hands together whilst enjoying the fresh air.

Children use their senses and imagination to create their own work and to communicate their feelings. They use a widening range of materials and tools to help them to express their creativity. Children skilfully cut out pictures and creatively stick these on to paper to make new pictures to their own design and satisfaction. Staff attach the children's name to their work as they place them to dry and praise each child's individual creativity, enabling them to feel cherished and valued.

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

The provision is good.

Partnership with parents and carers is good. Children's individual welfare is effectively provided as staff form good relationships with parents to ensure the continuity of care of the children. All required documentation is in place. Individual children's records are sufficiently detailed to maintain the welfare of the children. Information is exchanged verbally on a daily basis to ensure children's needs are met. Regular newsletters and a notice board are used to provide information about the Foundation Stage and what the children are learning. Parents are encouraged to discuss their child's progress with their key worker and to contribute to their children's records of progress, which are shared with them on a regular basis. Parents are very complimentary about the standard of care and education provided. Should they wish to make a complaint, parents are made aware of who to contact and the procedure to follow. Equally the group is aware of their duty to log complaints should such matters arise, thus ensuring the welfare of the children.

The children's spiritual, moral, social and cultural development is fostered. All children are welcomed into the setting and staff value their individual personalities. Children are able to play with toys and equipment which meet their individual needs and, on the whole, children play well together. They are encouraged to take turns and are offered praise and encouragement when they are helpful and kind. In general, children do follow the boundaries established by staff and are developing an understanding of right and wrong. However, some children can be overly boisterous at times, to the detriment of other children's welfare. Equally, some children run indoors, when they know they need to walk to minimise the risk of falling. Although most staff are alert to making children aware of how their actions can affect themselves and others, this, at times, is inconsistent. Therefore in some instances, children's awareness of the importance of following rules and taking care of their own and other children's welfare is not consistently assured.

Children do learn about the world beyond their immediate experience. They have access to a good range of resources that enable them to find out more about other people and places around the world. They have tried and tasted different foods from other countries and had fun trying to use chop sticks. Equally they have been introduced to the festivals celebrated by other nations and cultures and made Chinese lanterns, hats and celebration cards. The provision has appropriate arrangements in place to care for children with learning difficulties and/or disabilities

and staff work in partnership with parents and other professionals to ensure children's specific needs are met.

## **Organisation**

The organisation is good.

Children are happy and relaxed in the setting. They are cared for by experienced staff, who have a satisfactory knowledge and understanding of how children learn through play. Adequate vetting and recruitment procedures are in place to protect the overall welfare of the children. The environment is effectively organised and staff are suitably deployed to enhance children's play experiences and offer adequate support. Staff have a clear understanding of the National Standards in respect of care, and work well together to enable children to enjoy and achieve. Appropriate routines are in place to help children settle and become confident.

The leadership and management of children in receipt of funding for early years education is satisfactory. The management team is enthusiastic and committed to helping and supporting children learn through play. Staff are made aware of training opportunities and are encouraged to develop and extend their own knowledge and skills. Staff are supported and appropriate guidance is given to ensure that they are clear in their roles. At present, not all staff have a clear understanding of the Foundation Stage and therefore are not fully involved with the planning and assessment of the children's learning. As a consequence, not all staff are currently equipped to extend children to their full potential.

All required documentation is in place and the operational policies and procedures are effective in practice, helping to promote children's overall well-being. Appropriate adult:child ratios positively support children's care, learning and play. Parents are encouraged to act as volunteers and offer additional help and support to the children. Overall, children's needs are met.

## **Improvements since the last inspection**

At the last inspection, the playgroup was required to: develop planning and assessment so that it clearly links to the stepping stones and shows the progress children are making towards the early learning goals; ensure that evaluations of activities show whether the learning intention has been achieved and use this to inform future planning; improve the organisation of group time to ensure children respond and behave appropriately and allow them to develop their concentration and maintain interest; increase opportunities for children to develop all of their physical skills; encourage children to use books; and plan more effectively to use routines and activities to develop the more-able children's problem solving skills

Most staff have completed some training to increase their knowledge and understanding of the Foundation Stage and the stepping stones. In turn, they are beginning to make some observations that link directly to the stepping stones to inform children's learning. Staff are developing their ability to evaluate activities to more clearly demonstrate what children have understood & achieved, and they are beginning to use this to inform future planning. At times, staff focus on, and organise the children into smaller groups, offering them activities away from the main group, thus enabling the children to respond and behave appropriately, develop their concentration and maintain their interest. Since the last inspection, the committee have carried out some fundraising and have provided a suitable outdoor play area for the children, with a good range of equipment to enable the children to develop their physical skills. Staff regularly access the book area during play sessions and invite the children to listen to stories

and poems. Staff are beginning to use some routines and activities to help increase more-able children's abilities to problem solve.

### **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 satisfactory.

### **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):

- ensure fresh drinking water is available to the children at all times
- ensure that all staff consistently have high expectations of the children and encourage the children to behave well at all times
- increase the opportunities for all children to be more independent.

#### **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):

- increase staff's knowledge of the Foundation Stage, to enable them to take a greater role in, and responsibility for planning and assessment
- further develop planning and assessment so that it clearly links to the stepping stones and shows the progress children are making towards the early learning goals.

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