

# Brownshore Preschool Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	218105
<b>Inspection date</b>	17 May 2007
<b>Inspector</b>	Jasvinder Kaur

<b>Setting Address</b>	Brownshore Community Centre, Hobnock Road, Essington, Wolverhampton, West Midlands, WV11 2RF
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<b>Registered person</b>	Brownshore Playgroup
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<b>Type of inspection</b>	Integrated
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<b>Type of care</b>	Sessional care
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## 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?

Brownshore Pre-school Playgroup opened in 1992. It operates from premises at the rear of Brownshore Community Centre. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open each weekday during school term times. The sessions are from 09:15 to 11:45 Monday to Friday and 12:30 until 15:30, Wednesdays and Thursdays. All children share access to a secure enclosed outdoor play area.

There are currently 44 children aged from two to under five years on roll. Of these, 15 children receive funding for early education. Children come from the local area. The playgroup currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The playgroup employs four members of staff. All staff hold appropriate early years qualifications. Of these, two staff are qualified to NVQ level four. The setting receives support from the Early Years Development Partnership and is accredited by the Pre School Learning Alliance (PLA).

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is satisfactory.

Children learn to keep themselves healthy through their daily routines such as washing their hands after using the toilet and messy play and prior to eating snacks. They are cared for within a clean and hygienic environment. Staff ensure that tables are regularly cleaned with an anti-bacterial solution. Sound procedures are in place regarding sick and infectious children, which helps to prevent the spread of infection and to keep children healthy. Medication and accident records are well maintained and shared with parents, who countersign all entries. There is at least one member of staff with a current first aid training certificate on the premises at all times.

Staff work in partnership with parents to meet children's dietary needs and are attentive to those needs in implementing children's individual routines. All snacks comply with any special dietary and religious requirements to promote children's healthy growth and development. A variety of healthy food, including fresh fruit and vegetables, is offered to children at snack times. Children learn about healthy living through talking with staff, appropriate toys and well planned themed activities. For example, when the theme was the colour green, the food for the day consisted of green fruits and vegetables. Children have a choice of milk or water to drink with their snacks, but drinking water is not readily accessible to children throughout the session. This means children gain less understanding of the value of regular fluid intake.

Children develop their physical co-ordination through stimulating daily indoor and outdoor experiences. Staff use 'Birth to Three Matters' guidance well to provide a range of physical play experiences for the three year olds. All are able to rest or be active according to their needs. There are good opportunities for children to learn about the benefits of regular exercise. The use of variety of physical play equipment and enthusiastic participation in games promotes their physical development.

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

The provision is good.

Children have access to a wide range of resources appropriate to their age and stage of development. Good organisation of resources and child-sized furniture help children to become independent and choose activities for themselves with ease. Premises are welcoming to both parents and children, with displays of children's art work in the playroom and information for parents, all of which contributes to children's well-being. Suitable organisation of available space enables children to move around safely and independently.

Children are cared for in a safe and secure environment, both indoors and outdoors. Staff are vigilant and make thorough assessments to reduce potential hazards. Children are supervised by staff at all times. Required adult-child ratios are maintained to ensure that children feel confident and sufficiently supported. Staff monitor access to the provision, and all visitors are requested to sign the book. There is a good security system in place for the premises. The entrance door is fitted with a lock ensuring no unauthorised persons can gain access. Children learn about safety through planned activities, daily routines and simple safety rules, which they are reminded of during play indoors and outdoors. All staff are well aware of health and safety regulations through clearly documented policies and sufficient induction. This helps them to carry out their responsibilities with confidence. There are effective procedures in place for

emergency evacuation, and these are practised regularly. In addition they are practised when new children join the group.

Children are well protected by staff, because they have a good understanding of child protection issues. They are well aware of their responsibility to report any concerns to the Local Safeguarding Children Board. All the required policies and procedures required for the safe management of the setting are in place. The managers demonstrate a good understanding of what to do in the event of an allegation being made against a member of staff.

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

The provision is good.

Children enter the playgroup happily, selecting their name cards and chatting to staff and their friends in the process. They settle well and are involved in a range of activities. They engage adults in conversation, talking about their families, personal experiences and sharing what they know. For example, children refer to pictures of animals while doing jigsaws and talk about their own experience, saying such things as 'I had a ride on a pony and my sister and brother had a ride on a horse'. Children settle well and are involved in a range of activities such as planting seeds, singing, listening to stories, looking at books and making marks in the writing area. They enjoy pushing the wheelbarrows pretending to collect garden rubbish. They are confident and have positive relationships with peers and staff and receive attention when they need support. Children benefit from a colourful, stimulating and learning-friendly environment in which they are happy, content and well cared for. Staff implement the 'Birth to three matters' framework to promote effective practice in the care and education of young children up to three years of age. They observe the children and carry out regular written assessments of the children's development.

### **Nursery Education**

The quality of teaching and learning is good. Children show good levels of concentration and are interested in a varied range of stimulating activities. Staff work together well and share ideas to cover the six areas of learning for younger children. All staff have a good knowledge and understanding of the Foundation Stage, and planning incorporates most aspects to promote children's learning. However, opportunities for children to use writing and information technology in everyday play are relatively limited. This means children make less than optimum progress towards their writing and technology skills. An effective key worker system ensures children are cared for by consistent staff. Children are confident in approaching staff about their needs. They readily talk to adults and their friends to share their personal experiences. For example while playing with cars, they describe their parents' cars and say the colour and how many wheels their daddy's car has. Planning is good, links clearly to stepping stones and ensures a wide range of activities and experiences are provided to extend children's learning. Staff use regular observation of children's play and learning to plan their next steps. Children are eager to face new challenges in a safe and effective learning environment. Staff ask questions to make children think about what they are doing and develop ideas.

Children show an interest in the available activities and relate well to staff, who give support and encouragement to them to develop their confidence. They show delight and enjoyment when playing with their favourite toys such as cars, jigsaws, play dough and sand. Group activities encourage children to share, work together, take turns and pay attention to others. Children display good personal independence skills while dressing and undressing and selecting their own activities, food and drink. They demonstrate a sense of pride in their own achievements

and show their art work and jigsaws to staff and visitors. They learn to show care and concern through well-planned activities and role play such as feeding and changing a doll.

Children develop their communication skills through routines and planned and unplanned activities such as singing nursery rhymes and reading stories. They listen and respond with enjoyment during registration, group activities and snack times. Children extend their vocabulary by sharing their thoughts and experiences. They use speech to explore real and imagined experience such as making a pretend phone call to their parents and grand parents. Most children recognise their names on their cards on arrival. However, there are limited opportunities for children to write their names or simple words. This means children make less progress towards their writing skills. There are good opportunities to link sounds and letters during daily routines. Children use paper, pencils and crayons in the writing area. Most children use them correctly both to draw lines and make marks. They are confident in expressing their preferences and ask staff to read their favourite books. The book area is made inviting for them all to help themselves. Younger children show interest in illustrations and prints in books and say the names of the animals and objects featured in the book.

Children show developing understanding of numbers, shapes and colours through the range of activities and routines. For example, they count the children at snack times and learn shapes and colours through themed activities. Most children confidently recognise colours, shapes and numbers. Singing nursery rhymes such as 'Five Little Ducks' helps children to develop mathematical skills, as they represent numbers by using their fingers and enthusiastically count in the correct order. They have good opportunities to develop simple calculation skills, use language to solve practical problems and make comparisons such as 'big', 'small', 'tall', 'short'. There are a good range of displays and resources such as shapes, flash cards, puzzles and jigsaws for children to improve their mathematical skills.

Children ask questions about how and why things happen and investigate how things work. For example, they plant seeds in the bottom half of an empty plastic bottle so they can observe how plants grow. They discuss why they water the plants and put them in the sun. They are also made aware of opportunities for recycling. Children show interest in the world around them. For instance, when they notice a helicopter, staff ask them questions so that they can learn why it is a helicopter and not an aeroplane. Children build and construct with a wide range of objects, tools and joining materials. They enjoy playing in the home corner and use programmable equipment such as a toy microwave or a lighter to start a 'barbeque'. However, children have limited opportunities to familiarise themselves with information and communication technology (ICT). Children have a sense of time, as they talk about the days of the week, past and present. They use appropriate language such as 'yesterday' and 'tomorrow'.

Children's physical skills develop through a variety of activities, including dance and movement. They move confidently, safely and with control while playing with a wide range of resources such as cars, scooters and equipment to jump off, balance on or slide down. Children show awareness of their own space and that of others while queuing up and playing with push-along toys. Older children recognise the changes that happen to their bodies when they are active. Children are engaged in activities requiring hand-eye coordination and show increasing skill in the use of construction sets and rolling, patting and twisting malleable materials.

Children explore colours, textures and shapes, and express their thoughts and ideas through a wide range of resources. Good opportunities are provided to develop their creative talents, as they create their own art work alongside more structured art activities for the purposes of themed pieces or a wall display. They paint and draw, make shapes and collages by pasting and

cutting, model with play dough and play with sand. Children enjoy singing their favourite nursery rhymes from memory. New children join in by moving spontaneously to familiar sound patterns. Children use their imagination in role play, stories and using equipment imaginatively. This means children make good progress in most areas of learning.

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

The provision is good.

Children are well behaved and have a good awareness of right and wrong, responding positively to guidance and instructions from staff. In group situations, they listen to each other and wait patiently for their turn to speak. Children are encouraged to say 'please' and 'thank you' and put toys away at tidy up time. Strategies for managing children's behaviour are appropriate and ensure that children are not humiliated in any way. Children who speak English as a second language are supported by staff to build their confidence in language use and to help them to feel valued. Children with learning difficulties are supported. Close links with the area Special Educational Needs Co-ordinator (SENCO) and other professionals allow staff to seek advice and support to ensure children's needs are met effectively. The manager has also attended further relevant training. Consequently staff are proactive in providing an inclusive service.

Children play in a warm and welcoming environment where staff are approachable and sensitive to children's needs. Children have positive, affectionate relationships with staff. A range of activities arranged by staff are available for children to initiate their own play. They have appropriate opportunities to learn about themselves, each other and the world around them through planned activities. Children taste different foods from around the world while celebrating different festivals. There is a good range of displays reflecting diversity. Children have access to an appropriate range of resources depicting positive images of diversity.

Partnerships with parents and carers are good. Staff establish relaxed and informal relationships with parents. Information is shared verbally on a daily basis and parents receive an information prospectus about nursery education, policies and procedures and the services provided. Parents are made aware of the complaints procedure should they have any concerns about the setting. They are encouraged to be involved in sessions as volunteers. Parents also co-operate with the requirements of themed activities, for example sending children in green clothing for the colour theme. Staff provide opportunities to parents to be informed about the Foundation Stage and the six areas of learning. Formal and informal meetings are held to discuss children's progress. Parents are made aware of the short-term, medium-term and long-term plans. Short term planning is also displayed in the playroom. This means children's spiritual, moral, social and cultural development is fostered.

### **Organisation**

The organisation is good.

The leadership and management of the setting are good. The management team have a clear understanding about the service their setting provides and have a sound overview of what can be done to further meet the needs of the children and parents. Consultation with parents allows them to be aware of these needs on an ongoing basis. Children are comfortable within a secure environment and benefit from a stable staff group who enjoy caring for children. Systems are in place to ensure that staff are aware of current good practice and guidelines, and can develop and extend their experience through relevant trainings. Staff meetings and a clear management

structure help to ensure that staff remain committed to providing an exciting, happy, comfortable and caring environment for the children in their care.

All staff working with children have appropriate childcare qualifications and have a commitment to accessing ongoing training. Most staff hold a current first aid certificate. Good child to staff ratios mean that children have good individual attention where required, and this helps them to develop well. Good procedures are in place for ensuring that children are cared for by staff who have had appropriate experience, take pleasure in working with children and have completed appropriate checks.

Documentation, policies and procedures are organised very well and are clearly working documents. Regular review of procedures ensures that these documents work in practice, with involvement from all staff so that they are clear about what is expected. All legally required documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed. Records relating directly to children are stored confidentially and in line with requirements.

Overall, the provision meets the needs of the range of the children for whom it provides.

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

At the previous inspection, the staff agreed to develop the link between activity observations and stepping stones to ensure consistent records of children's learning are maintained; increase the amount of resources planned for children to design and build, join and assemble materials to further promote children's independence; ensure children and staff times of arrival and departure are accurately recorded; request written parental consent for seeking emergency medical advice and treatment; incorporate the phone number of the regulatory body within the written complaints policy and develop the child protection policy to include the written procedures if a staff member is accused of abuse.

All of the above recommendations have been successfully met. The staff use regular observation and link activities to stepping stones. There is now a reliable system for keeping records of children's learning. Children have access to a wide range of materials to join, build and assemble. A good system is in place for registering staff's and children's arrival and departure. Staff request written parental consent for all children for seeking emergency medical advice or treatment. The written complaint procedure has been updated to include the phone number of the regulatory body. The child protection policy has been developed to cover the procedure if a staff member is accused of abuse. This means children's needs are met regarding these issues.

### **Complaints since the last inspection**

Since the last inspection there have been two complaints made to Ofsted, one required the provider to take action to meet the National Standards. You raised concerns about the way in which your child's behaviour had been managed. You were also concerned about the way in which staff members had communicated their concerns with you and how you had been treated as a parent. The concerns relate to National Standard 9 – Equal Opportunities, National Standard 11 – Behaviour Management and National Standard 12 – Working in Partnership with Parents. A childcare inspector visited the setting to investigate concerns. As part of the investigation the joint persons in charge were interviewed, documentation was checked which included incident and accident forms and observations were made. All specific documentation relating to the complaint was reviewed including daily observation sheets, SENCO parental permission

forms, behaviour monitoring sheets and educational plans. From the discussions and observations made, it was identified that the provision needed to make improvements to the SENCO role within the setting so as to better support both the child and parents involved. An action point was set in relation to this which had to be addressed within set timescales. The registered person responded to the action point within the allocated timescale. Ofsted are satisfied that the National Standards in this area are met and confirm that the Registered Person remains qualified for registration.

In September 2005 Ofsted received information relating to an alleged incident at the end of January/early February 2005. The information related to National Standards 1 (Suitable Person); 3 (Care, Learning and Play); 7 (Health); 11 (behaviour) ; and 12 (Working in Partnership) concerning the nappy changing of a child and subsequent alleged incidence of conflict with a staff member. Ofsted contacted the registered provider and requested a full account of the circumstances surrounding the incidents. The provider has submitted a comprehensive written account of their investigation and included copies of original staff witness statements, supporting documentation, copies of policies, procedures and details of subsequent actions to improve practice. The provider has improved practice in relation to the recording and management of parental complaints and improved access for parents to their child's toileting/nappy change care plan. Having considered all the information available to Ofsted it is evident that the provider is currently meeting the requirements of the relevant National Standards and supporting criteria and therefore Ofsted intend no action. The provider remains qualified for registration.

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 provider has not recorded all complaints made to Ofsted by parents.

## **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):

- ensure fresh drinking water is readily available to children at all times

#### **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):

- extend opportunities for children to write simple words and their name and use information technology.



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)