

# Gosforth Garden Village Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	319185
<b>Inspection date</b>	04 May 2007
<b>Inspector</b>	Shirley Peart
<b>Setting Address</b>	The Bowls Pavillion, Rosewood Avenue, Gosforth, Newcastle Upon Tyne, NE3 5BJ
<b>Telephone number</b>	07970403816
<b>E-mail</b>	
<b>Registered person</b>	Gosforth Garden Village 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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Gosforth Garden Village Playgroup originally opened in 1978. It is located in a residential area near the centre of Gosforth, Newcastle-upon-Tyne. The group operates from one main hall with access to an enclosed outdoor play area, which over looks the bowling pavilion. The group is open four days a week during school term times. Sessions run on Monday, Tuesday, Thursday and Friday between 09.30 and 11.45. Most children who attend live in the local and surrounding areas.

The group cares for a maximum of 20 children aged from two to under five years at any one session. There are 30 children on roll who attend for a variety of sessions 14 of whom receive funded nursery education. The group supports children with learning difficulties, disabilities and children who speak English as an additional language.

The group is overseen by a committee, made up of parents of children at the playgroup. There are three permanent members of staff who work with the children and two supply staff. All permanent staff hold recognised early years qualifications. The setting receives support from a consultant based in the local authority and a development worker from the Playgroup Network.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are beginning to understand how to manage their own health and care needs by following regular routines. For example, they hang their coats up on pegs on entry, put on and take off their aprons, get tissues when they need them and throw hand wipes and tissues in the waste bin after use. Key staff hold relevant first aid certificates, preventing infection information is available and records relating to medication and accidents are appropriately completed. Parents also give their consent for any necessary emergency medical treatment that may be necessary. This ensures that children's health needs are appropriately met.

Children enjoy healthy snacks, such as dried pineapple, raisins and fresh banana and they are always offered a drink of juice. Snack time is built into the daily routine, however, this is not very well organised. For example, some children sit in a large group and others end up on their own, as they choose which table to sit at. They are also not given sufficient opportunities to develop their independence, as drinks and snacks are put out for them. Adult input is also limited, therefore children lack appropriate opportunities for meaningful conversation and do not benefit sufficiently from effective social contact during this time.

Children have good opportunities to enjoy fresh air and exercise, which helps them to maintain a healthy lifestyle. They become excited and animated when it is time for outdoor play, as they eagerly state that they can go out because it is not raining. Outdoor play is built into their daily routine, but if the weather is too wet, well planned indoor activities, such as musical movement and action songs, are carried out instead. Staff ensure that there is plenty of space so that children have sufficient room to move safely during these activities.

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

The provision is good.

Children play in one main room which is suitable for their needs, as staff make the best use of the available space. For example, they divide areas up very well, such as role play, creative and messy areas and they set out a comfortable reading corner with plenty of books and bean bags which the children enjoy.

Most toys are in good condition but due to poor storage arrangements some toys are easily damaged or spoilt. Staff are aware of this and regularly check the equipment, usually each term. As the hall is used by other users, staff have limited space to display children's work and some posters, such as the alphabet and numbers, are tattered and worn.

Staff ensure that the environment is safe and secure for the children. For example, a staff member takes responsibility for standing at the door and monitoring the attendance register when children arrive and they leave one by one on collection. Safety notices, such as fire procedures and door safety are prominently displayed for staff and parents know not to open the door. Children are beginning to gain a good awareness of staying safe, as they walk carefully to the door for outside play and they tell their friends not to run indoors. Staff also check and prepare the outdoor area prior to children going outside so that this is safe for them.

Required information and procedures are in place regarding child protection. The staff have carried out recent safeguarding children training and understand their role and responsibility in child protection matters. This ensures that children's welfare is appropriately protected.

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

The provision is good.

Young children show a keen fascination in their activities, environment and people. For example, they show delight when they push the play dough up through the machine, which then comes out of the top and they concentrate very well at the easel as they paint freely and with good control. They are very independent as they go to the dish of water, wash and dry their hands and put their paper in the waste bin. Most children are very settled within the environment and separate from their parents easily. Some children are beginning to enjoy playing in small groups, such as when they play at the play dough table or in the shop and others like to play alone or alongside each other, which is reflective of their age and stage of development.

### **Nursery Education**

The quality of teaching and learning is good. Staff are fully involved with the children and what they do. Staff extend children's learning very well through a good variety of planned activities that helps them to learn through play. For example, they provide different shapes for printing, materials and paper with different patterns for gluing and plenty of equipment, such as tills, boxes, cartons, pens, pads and shopping baskets, so that children benefit well from the role play area. The staff involve themselves generally with what the children are doing and ask open ended questions that make them think and respond. For example, they sit with children at the play dough and printing tables and encourage meaningful play, such as colour and shape recognition and how to share materials with their peers. Books are varied and readily available and children show a keen interest in these. However, there are some missed opportunities through the daily activities and routines to help children link sounds and letters, to show an interest in print and to talk about their experiences.

Children are beginning to understand simple mathematical concepts and they learn colours well, such as when they print with different shapes and correctly recognise and name them. For example, three-year-olds clearly state that they like printing 'pink triangles' as they make a lovely triangle picture. They match simple numbers on the tills in the shop, for example, when they state that something costs 'one pound' they find the number one and successfully press the corresponding button. Although staff encourage children to count along with them and they help to count out plates at snack time, counting, number names and number language are not sufficiently reinforced during these everyday activities, specifically for the older more able children.

Children enjoy their creative activities as they explore paint and love to get this all over their arms. They also have good opportunities to use glue and recognise different patterns as they stick striped and checked material and paper onto the washing line. They also have good opportunities to use recyclable materials, such as boxes and cartons, as they make 3D models or use them in the shop.

Children have very good opportunities to develop their knowledge and understanding of the world. For example, they know how to operate simple equipment, such as cameras and how to make the till beep. Children are involved in meaningful activities, such as when staff bring in live frogspawn for them to explore, they plant seeds and decorate biscuits and they handle shells, cones and stones, which are easily accessible on the interest table.

Children's physical development is progressing well. They use equipment, such as bikes, scooters, paintbrushes and play dough tools with very good control. They use climbing and balancing equipment successfully indoors and out and enjoy practicing throwing and catching bean bags.

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

The provision is satisfactory.

Young children are very well cared for. They are comforted by staff and receive lots of cuddles and reassurance when they are upset or apprehensive. Children independently get their comfort blanket out of their bag, or staff allow them to have other comfort items, such as dummies until they feel secure and settled within the environment. Children gain an appropriate understanding of the differences in their world as they celebrate festivals, such as Eid and Chinese New Year or they complete jigsaws or look at books with various diverse images.

Children with learning or mobility difficulties are very well supported. Visits from relevant professionals to the group ensure that staff follow individual play plans and they are very receptive to any advice and suggestions. This ensures that children progress well through fun, well planned activities during the session.

Children's behaviour is generally good. They are learning to share and to speak kindly to one another through the positive reinforcements and reminders offered by the staff. They are confident and relate well to their friends as they are starting to show care and concern for one another. Children's spiritual, moral, social and cultural development is fostered well.

Partnership with parents is good. They are welcomed in a friendly manner by the staff and made to feel very comfortable when dropping off or collecting their children, or when visiting the playgroup for settling in periods. They receive a good informative booklet which contains relevant information and regular letters are sent home with the children so that they are well informed. Parents are also fully involved. For example, they donate toys or staff use parents' skills effectively to benefit the children, such as bringing in a parent who is also a dance teacher, which involves children in well organised dance activities.

Parents contribute to their children's development files and 'All About Me' information, as they add pictures and photographs of their home and family group and details of what their children like to do. They are asked to update information on a regular basis regarding any progress that their children make and can discuss this at any time with the staff. Parents are very pleased with the setting, they feel that their children settle very well. They return with younger siblings when they have had previous children in the group and find the staff helpful, friendly supportive and approachable.

### **Organisation**

The organisation is satisfactory.

A dedicated staff team work with the children. They are long standing and have been in post for a number of years. Key staff have recently completed National Vocational Qualification Level 3 in childcare. Staff development and training is monitored through regular appraisals, where staff identify their strengths and weaknesses. Staff also attend regular training and workshops, which ensures that children are cared for by knowledgeable, competent staff.

Staff monitor young children's progress very well using the 'Birth to three matters' framework for children aged under three-years-old. For example, they link their observations on children

to the aspects and components within the framework and share the children's progress files with the parents.

Documentation, such as attendance records, parental consents and relevant policies and procedures work in practice to promote children's health, safety, enjoyment and achievement. The Ofsted address and contact number is displayed. However, although there have been no complaints, details on how to make a complaint is not documented in the parents booklet.

The leadership and management of the nursery education is satisfactory. Staff work to a key worker system so that they monitor children's individual progress very well. Planning and assessment for nursery education is good. Staff evaluate the weekly plans and link children's individual progress in their development files to the stepping stones. They have weekly meetings to discuss the activities and planning and adapt, change or improve this where necessary.

Staff generally organise themselves well. For example they arrive in plenty of time to set up the room for the children and vary the main activities, such as the role play area, so that children remain interested. However, snack time and singing time tends to be less well organised as grouping of children does not sufficiently meet their needs and staff are not very well deployed during this time.

Staff benefit from regular visits and effective support from a consultant based in the local authority and a development worker from Playgroup Network. This ensures that the staff are up to date with current developments, which aims to improve the service for the children.

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

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

At the last inspection the group was requested to; ensure that behaviour management strategies were consistently applied; to ensure that fire evacuation procedures were prominently displayed; for the staff to carry out food hygiene training; to further develop assessment so that it effectively informed the future planning and that appropriate challenges were set for more able children; to develop a method to monitor the educational programme so that any gaps were identified and addressed and to extend opportunities in planned and everyday activities for children to develop their mathematical concepts.

The group has made good progress in most areas. Behaviour management strategies are consistent, so that children are beginning to understand how to behave responsibly. Fire evacuation procedures are prominently displayed and some staff have carried out food hygiene training.

Assessment for the nursery education is good and plans clearly state how and when they have extended the activities for more able children. Staff have weekly meetings to discuss the nursery education and activities, so that they make changes or reinforce learning by re-visiting or changing an activity where necessary. Some progress has been made in extending the opportunities for children to develop their mathematical concepts, such as when they give out the plates for snack or when they count along with staff. However, this could be further enhanced and forms part of the recommendations on this inspection.

## 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 complaint 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 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):

- consider re-organising snack time so that all children have appropriate opportunities to sit together in small groups and provide more staff input so that children have equal opportunities to share their news, develop their independence and benefit from effective social contact

### 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 opportunities through the daily activities and routines to help children link sounds and letters, to encourage interest in print and to enable them to talk and recall experiences
- continue to develop children's understanding of mathematical concepts regarding counting, number names and number language during everyday and group activities, specifically for the older more able children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)