

Nafferton Playgroup

Inspection report for early years provision

Unique Reference Number	508145
Inspection date	02 May 2007
Inspector	Carol-Anne Shaw
Setting Address	The Village Hall, Middle Street, Nafferton, East Riding of Yorkshire, YO25 4JS
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Registered person	Nafferton Playgroup Committee
Type of inspection	Integrated
Type of care	Full day 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?

Nafferton Playgroup is an established group that has been operating since 1972. It was originally registered to provide sessional care but in 2002 became registered to provide full day care. It operates from the village hall in Nafferton, a rural village situated on the outskirts of Drifffield. It is run by a parent committee and is a member of the Pre-school Learning Alliance (PLA). The facilities comprise of two playrooms with adjacent toilet and kitchen facilities. There is no provision for outdoor play but children are taken for walks in the immediate area and provision is made for physical activities within the main playroom.

The group is registered for a maximum of 26 when care is provided in the main playroom and when using the smaller room. Children from two to five years attend. Opening times are between 09.10 and 15.10, Monday to Friday, during term time only and the group serves the local community and surrounding area. There are currently 64 children on roll, including 28 who are in receipt of nursery education funding. Children with learning difficulties and those with English as an additional language are welcome to attend, the group is currently offering support for children with learning disabilities.

There are six members of staff working directly with the children, a number of whom have a relevant Level 3 qualification. In addition, there are two lunch time supervisors. The group has support from the PLA inclusion fund.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children are cared for in a warm, clean environment where staff maintain the environment to as good a standard as possible. For example, although the premises present some challenges to the staff, they are vigilant in their approach to checking after others have used the hall and there is a clear rota for cleaning equipment and checking the facilities. The children confidently use the toilets independently; they know about washing their hands before snacks and talk confidently about why they have to wash hands after using the toilet.

The children develop a good approach to being physically active. They have great fun developing their physical skills and their balance in the hall area. They confidently climb through tunnels and construct their own course with other resources. They show awareness of others using the same space. They enjoy walks in the village to see different places of interest. However, children do not have access to fresh air every day.

The group provides the children's mid session snack, this is a range of healthy options with choices of different fruits and water or milk to drink. A packed lunch is provided by parents, this is stored appropriately and children eat together at lunchtime. The children are able to help themselves to the drinking water throughout the play session. This ensures that they do not become dehydrated as they play.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are able to play freely because the staff are vigilant in identifying areas of risk and minimising these where appropriate. All risk assessment documentation is clear and comprehensive. On a practical level, the staff monitor the premises each day, they check that all areas are safe before the children arrive. There is also a firm emphasis on children learning to keep themselves safe when playing in the hall and as they go for walks in the village. For example, they are reminded not to run in the hall and to walk holding hands when out in the village, they are aware that the gate is not always closed by other people using the hall. This means that the children learn the necessary skills to keep themselves safe without their play and development being inhibited. There is a good range of equipment which is in a good safe condition which the children can access freely as they initiate and extend their own play and learning.

The children are protected and their well-being safeguarded because the staff update their child protection training and they keep all the necessary guidance carefully filed should they need advice. The designated staff member has a clear understanding of her responsibilities in this area, ensuring that children's welfare is promoted.

Helping children achieve well and enjoy what they do

The provision is good.

The children arrive happily at nursery and they remain engaged and motivated throughout most of the sessions. They confidently find their favourite area to play and learn, and they are soon actively engaged in the broad variety of activities in the stimulating indoor environment. There is limited access to outdoor play activities for all of the age groups. There is a calm yet industrious atmosphere during the periods of free play as the children concentrate for extended periods, for example, as they role play at taking the animals to the vets and complete their creative work.

The staff use the 'Birth to three matters' framework to plan effectively for the younger children's care and development. Because the staff understand how this links to the Foundation Stage for the older children's learning, there is a high level of continuity in curriculum content for the children. The younger children demonstrate a high level of confidence and engage fully in all the activities, enjoying the role play and making many cups of tea in the role play area.

Nursery Education

The quality of teaching and learning is good. The staff have a clear understanding of how children learn best when engaged in their self chosen play. They make the whole of the curriculum available in this way so that the children's interest is captured and most children's motivation is maximised. This means that, for example, some children may choose a quiet game whilst others engage more enthusiastically with an energetic chase through the tunnel game. In each case staff skilfully and confidently support the children's learning by helping them to recognise the numerals, talking about things the child has done. Whilst this approach is very effective during the periods of free play, the routines for snack time are less successful because the prevailing atmosphere of calm, purposeful play and learning is sometimes lost. There are some missed opportunities for children to become more independent and the more able children lack challenge in some activities.

The arrangements for children with learning disabilities is excellent, they are fully integrated into the group and their individual needs are supported effectively by staff who have a high level of knowledge and experience in this area. The use of signing and the supportive environment ensures children's individual learning needs are fully met.

The staff are making useful observations of the children at play to assess how they are progressing. They are in the process of developing the planning system to plan for the children's individual learning. The premises present some challenges to the staff because other community groups sometimes use the hall. However, they enthusiastically rearrange the furniture and resources, on a daily basis, to maximise choice and variety for the children. The group use walks in the local environment, providing an added dimension to all aspects of the children's learning. For example, they visit the home of a staff member to see the fish, learning about keeping safe as they walk through the village. However, children do not access the outdoor environment each day.

The children count increasingly well and they learn to recognise familiar numbers. They use mathematical language easily and confidently to talk about their play. For example, they talk about numbers and discuss the different shapes and count the pretend candles that they need for their play cakes. Due to the use of print in the environment, the children are confident in the fact that print carries meaning. Some of the children recognise their names in print. In

addition to their enjoyment of stories, the children are interested in the reference books about animals.

There are some good opportunities for children to investigate and explore. They are interested in the uncooked spaghetti and they concentrate for some time as they purposefully experiment with the resource, talking about what they enjoy on their spaghetti at home. They have access to walks in the local environment, throughout the year, ensuring the children develop a strong understanding of the changing seasons, they talk about the various planting and growing they have done.

The children are confident in their creative play. They are used to helping themselves to a range of materials to express their thoughts and ideas. They become completely absorbed as they create interesting shapes with the modelling medium by adding bits of spaghetti, to make different animals. The children enjoy moving in different ways to music and various action songs.

Helping children make a positive contribution

The provision is good.

The children are relaxed, confident and their behaviour is exceptionally good for most of the time. This is because the procedures for managing behaviour and self esteem work well in practice. The children are polite and develop their manners. For example, they automatically say 'please' and 'thank you' as they are handed their drinks and they play exceptionally well together during the periods of free play. They also communicate effectively, share happily and take turns at the play activities with the minimum of adult support for this. The children have a particularly strong understanding about taking responsibility for their actions. Most children willingly help to tidy up, again with the minimum of adult support needed.

They learn about their immediate community and about helping others. There is a good range of resources and activities which promote equality of opportunity. Children's spiritual, moral, social and cultural development is fostered

The staff know the children and their families very well, there is a high level of verbal liaison with parents as they leave their children and all important communication is in writing. This means that the staff can easily attend to the children's individual needs and the staff delight in the children's individual personalities. This helps the children to feel valued and respected. Induction sessions are similarly effective in assessing when additional or specific help might be needed. There is excellent support available to integrate children with learning disabilities, their needs are effectively supported with signing and one to one support. Therefore, the group meets the specific needs of the individual children.

Partnership with parents and carers is good and relationships are particularly positive. There is a good level of information for parents about the care and education provided. The noticeboard has all the necessary registration information and advice from the local authority. The prospectus sets business matters out clearly and directs parents towards the full range of policies and procedures. Staff and parents discuss the children's development regularly and there is a more formalised system for sharing assessments with parents. Links with the local school are good. For example, the staff take the children into school to see various things and the children get to know their reception teacher before they transfer. This provides a good level of continuity and stability for the children, parents confirm that this is a strength at this

setting. Parents are very pleased with all aspects of the provision. They feel that the staff are very professional yet very easy to approach when discussion is needed.

Organisation

The organisation is good.

The leadership and management of the provision are good. The children's education and well-being are both amply addressed by well qualified staff who continue to attend a broad range of training relating to all aspects of the children's care and development. The staff work very well as a team; well established staff routines for covering all areas of the premises means that the children are effectively supported wherever they choose to play. Recruitment systems work well to ensure that suitable staff are employed to work with the children. However, not all of the required documentation to support the vetting of the committee was available for inspection.

The staff have a professional approach to evaluating the service and the subsequent impact on the children's care and learning. They systematically evaluate each activity area at staff meetings. This ensures a continually evolving and improving childcare provision.

The children are, on the whole, very confident in the daily routines. For example, they arrive very happily and find their pictures and names for the self registration system, the children's confidence and sense of security in the arrangements for free play and learning is demonstrated by their high motivation levels and excellent behaviour during that time. However, some children become unsettled, for example, as the room is tidied for snack time.

All aspects of the group's documentation are clear, professionally presented and kept up to date. Staff are vigilant in maintaining records of the children's care and learning. The operation plan shows any interested parties how standards are met and monitored.

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

Improvements since the last inspection

At the last care inspection there were recommendations relating to documentation and health.

The group has developed the system for recording any visitors to the group. There is now a procedure to be followed in the event of a child being lost. The group has provided a small water cooler so children can access fresh drinking water throughout the sessions. This has improved the care and safety of the children attending, ensuring children's health and safety is maintained.

There was a recommendation for nursery education relating to planning. There is now comprehensive planning covering all areas of the curriculum available. This is in the process of being reviewed again to follow children's individual interests. This has given children improved access to all areas of the curriculum and supported children's play, learning and development.

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.

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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):

- further develop systems to ensure that children have regular access to the outdoor environment to support their learning and development (also applies to Nursery Education).
- make available for inspection the supporting documentation of the vetting procedure for all of the committee.

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):

- continue to develop the curriculum to provide opportunities for children to further develop their independence
- continue to develop the short term planning to focus on and promote challenge for the more able children.

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