

# Harestock Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	110459
<b>Inspection date</b>	12 June 2007
<b>Inspector</b>	Judith Reed
<b>Setting Address</b>	Community Lounge, Henry Beaufort School, East Woodhay Road, Winchester, Hampshire, SO22 6JJ
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<b>Registered person</b>	Harestock 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 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?

Harestock Playgroup is a committee run group. It runs in the community lounge of Henry Beaufort School in Winchester. A maximum of 24 children may attend each session. The playgroup opens from 09:00 to 12:00 each weekday morning during school term time. Children share a secure outside play area near to the building.

There are currently 31 children aged from two to under five years on roll. Of these, 28 children receive funding for early education. The playgroup is able to support children with special needs as well as those with English as an additional language.

The playgroup employs six members of staff who all hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children are offered a nutritious snack and drink of water or milk during the session. They access the snack using a café system, allowing them to choose when they are hungry or thirsty. Children are not wholly protected from infection as they wash their hands in a shared bowl of water and use a shared hand towel for drying. They are given a bowl of assorted fruit pieces including apricot and apple slices or toast which they butter themselves. Children choose their drink and sometimes pour the liquid into cups. Drinks of water are available throughout the session and when they are outside children frequently pour themselves drinks from the jug.

Children are protected by some suitable hygiene routines. Policies are in place to protect sick children and prevent cross infection. Children ask to use the toilets and are accompanied by a member of staff at all times. Accidents are recorded in a confidential manner and a suitable first aid kit is available. Staff are trained in first aid administration and permission for emergency medical treatment is obtained for each child attending the playgroup. Emergency medication administration records are not always up to date and accurate and children are at risk in an emergency situation.

Children enjoy regular opportunities for outside physical play. Part of each session is held in the outside play area. Children climb onto large tractor tyres and skilfully balance on the top of the tyres. The older children also enjoy climbing onto the fixed apparatus to explore the raised platform before sliding down the slide. Children use tennis racquets to hit tennis balls, ride tricycles around the area and paint with large brushes and water. They throw balls to one another and also kick a football into a goal. Staff are invited to join in activities.

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

The provision is good.

Children are safeguarded as the staff team have a good understanding of child protection procedures. The staff are very aware of their professional responsibilities regarding protecting children and would report concerns as necessary. A well thought out child protection procedure is in place with contact telephone numbers included.

Children are cared for in secure environments both inside and outside the building. The children enjoy regular opportunities to play in the well fenced and securely gated outside play area. Although the outside play area is separate from the building the entire group of children are taken outside during each session. Children use a large fixed climbing apparatus and a smaller unit for climbing and developing their physical skills. The climbing apparatus is not suitable for use by smaller children due to the high step access and when accidents occur staff have to clamber onto the apparatus to see to the children. The children spend the rest of the session in the large community room within school buildings. Children are accompanied at all times when using the toilets and wash hand basins which are available off the adjacent corridor. The doors of the play room are kept locked at all times during the session. Staff are well aware of safety issues and keep children safe by restricting access to the kitchen and ensuring socket covers are in place. Children take part in regular fire evacuation drills. Full risk assessments are completed and reviewed regularly and a daily observational check is carried out.

Children are encouraged to choose their own activities from the wide range available to them. They help themselves to writing equipment from the trolley. Staff change the activities regularly according to the plans. Equipment is cleaned regularly to ensure it is suitable for the children.

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

The provision is good.

Children eagerly enter the outside play area at the beginning of the session and immediately settle into activities. They are busy and occupied throughout their time at playgroup. Staff ensure children are welcomed individually and marked on the register. Children who are unsettled are comforted and encouraged to join in activities.

Nursery Education.

The quality of teaching and learning is good. Children are making good progress and their development is encouraged at all times. Staff are well aware of the abilities of the children and ensure their progress across all areas of the curriculum. Key workers make individual, termly, targets for each child and ensure these are fed into the planning. The planning sheets show children to be targeted and they are gently encouraged to participate in particular activities. Parents are also informed of their children's targets. Planning sheets also show differentiation for more able and less able children to ensure all are making progress. Staff have knowledge of the Foundation Stage and ensure children progress along the stepping stones. They are involved with the children at all times, playing with them and helping them when necessary. Staff make notes of children's activities which are included in their individual record of achievements. Records are completed regularly and clearly show children's progression in the Foundation Stage of learning.

Children benefit from the freedom to choose their own activities during most of the session at playgroup. They move around the range of activities available. Children begin the session with up to an hour in the outside play area where all areas of the curriculum are included in the activities provided. Children's personal, social and emotional development is enhanced by making their own choices and trying new activities. Some children spend long periods pursuing one activity, such as being on the computer. They begin to build friendships with their peers and play co-operatively on a see-saw. Children talk confidently about their farm trip and observe photographs taken during the outing. They count the animals they can see in the photographs. Staff take frequent opportunities to count, including counting the number of children around the snack table to see how many plates are required, or counting time to give children a chance to get in line before coming inside the main playroom. Children begin to compare groups and shapes. They make groups of different coloured items. Children recognise different shapes including triangles, rectangles, squares and circles. They cut out shapes and use them to make a picture of a tractor. Children also confidently recognise shapes shown in jigsaw puzzles.

Children relish the opportunities to look at books. They invite staff to read to them and also take part in large group story activities, when staff ask children to help spot animals in the pictures or count the creatures. Children also learn to recognise their own name and label their own work. Children draw on a chalk board when outside and make pictures with crayons and pencils when inside the playroom. They use pencils to record in the diaries and notebooks in the travel agency imaginative play area, understanding that their marks have meaning. Children and staff develop the travel theme and discuss different countries around the world. They look at a map and discuss their own experiences of travelling by train or aeroplane. Children talk about their trip to a farm and what they saw and experienced.

Children take part in many different creative activities, including singing songs in a large group and also singing incidentally, during games such as "10 in the bed". They also experience musical instruments when they are offered the activity during the outside play session. Children use their imagination when making up games with a piece of string or the home play equipment. They create pictures with paint and rollers, or crayons and stencils. Children create chickens from card during an adult directed activity and stick sparkly bits onto the card to decorate their work. They use scissors and glue sticks with confidence and develop their fine motor skills.

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

The provision is good.

Children are treated as individuals. Staff get to know children and their families. They welcome contributions from families and celebrate festivals from around the world. A number of posters and pictures are displayed showing children from around the world as well as different languages. Children use equipment which reflects diversity including cooking equipment and small world dolls from different cultures, as well as those with disabilities. Spiritual, moral, social and cultural development is fostered.

All children are valued and staff understand their individual needs. Staff work closely with other professionals to support all children. The special needs co-ordinator attends regular meetings for advice and support. She also ensures her training is up to date. A local specialist team offers support to staff and children when required. Children with English as an additional language are helped to integrate and be part of the group. The staff get to know the family and ensure children are supported as necessary.

Children behave well most of the time. They are aware of the routine of the setting although they do not always join in tidying away toys as requested. Children develop skills to sort out their own disputes and disagreements. They follow direct instructions and staff ensure children are praised and encouraged for positive behaviour. Staff liaise closely with parents to develop behaviour management strategies for individual children.

Partnership with parents is good. Parents receive regular termly reports regarding their children's progress and development. These reports state future targets and also request parents to make their own comments as they wish. Parents inform staff about their children's starting points by completing a questionnaire when their children start at playgroup. Parents state that they feel well informed about their child's progress. They feel the reports are worthwhile and that they help to ensure they are involved with their child's education. Parents are made aware of the complaints procedure, although they would prefer to discuss any concerns informally with the leader. A complaints record is available. Parents are invited to be part of the management committee and also take part in fundraising activities. A parents' notice board gives information updates and staff are available for brief informal feedback at the end of the session.

### **Organisation**

The organisation is good.

Leadership and management is good. The lead practitioner is very experienced and knowledgeable regarding caring for children. She is well aware of her responsibilities. She is committed to the playgroup and the community. The staff team work well together and support one another. They value training opportunities and attend regular staff meetings. Staff take part in planning the sessions and keep parents informed about their children. Staff have annual appraisals to help them continue to develop and improve. All staff are key workers and keep

the records of achievement up to date. They make incidental observations of children's development to include in the records. These incidental records and photographs are not always linked to the stepping stones of the Foundation Stage curriculum.

Children are protected as all necessary checks are completed on the staff and the committee. Suitable recruitment procedures are in place. All staff are trained to the appropriate level and the group accepts work placement students from local schools.

The playgroup is well organised and staff ensure children are marked into the setting on the register. Children arriving or departing outside normal times are clearly recorded in the register. Staff are marked as present although currently the times of their arrival and departure are not noted. A well documented operational plan is in place with all necessary policies and procedures. The setting meets the needs of the range of children for whom it provides.

Documentation is stored confidentially. Children's records are stored in a locked cupboard and are available throughout the session.

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

At the last care inspection the setting was required to ensure all written procedures accurately reflect the policies and to ensure resources reflecting cultural diversity are regularly accessible to the children.

Policies are regularly reviewed and all staff are familiar with the procedures in place. Children have frequent use of resources which reflect diversity and begin to develop an understanding of different cultures.

At the last education inspection the setting was required to ensure that assessments made on the children are used to inform planning enabling each child to progress, to organise snack time to enable children to become more independent and to ensure children can use and develop their skills and imagination whilst undertaking craft activities.

All staff are key workers and they each produce a target sheet for their key worker children. This is used by the team to create future plans ensuring children's progress and development. Snack time is now a café system and children choose when they have their snack, being more independent. Children begin to develop their imagination and skills when taking part in creative play. They paint freely with sponges and create pictures. They also cut out shapes and stick decorative pieces onto the shapes to create a three-dimensional chicken. Staff note development of their physical skills to be noted in the records of achievement.

### **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:

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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 daily register shows times of arrival and departure for children and staff
- ensure hand washing water is changed regularly and provide individual hand drying towels for children within the play room
- ensure accurate and up to date records are available for emergency medication administration

#### 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 and use stepping stones within record keeping.

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)