



## Shipdham Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	254262
<b>Inspection date</b>	22 June 2005
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<b>Registered person</b>	Shipdham 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?

Shipdham Playgroup opened over twenty years ago and has been operating in the current premises since June 2001. The provision is housed in a mobile classroom on the site of the local primary school in the centre of the village of Shipdham, close to the market town of East Dereham. A maximum of 24 children may attend the playgroup at any one time. The setting opens each weekday from 9.00 until 11.45 and on a Wednesday and Friday afternoon from 12.30 until 15.00. They operate

during school term times. Children have access to a large, enclosed outdoor play area.

There are currently 31 children aged from two to under five years on roll. Of these 23 receive funding for nursery education. Children who attend come from Shipdham and surrounding villages. The setting supports a small number of children with special needs.

The group employs five members of staff, three on a full-time and two on a part-time basis. The joint supervisors hold relevant childcare qualifications. The full-time assistant is due to complete relevant qualifying training later this year. All staff regularly attend short courses to update their knowledge and understanding of childcare.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are able to benefit from physical exercise every day by access to the outdoor area including during inclement weather. They are able to use developmentally appropriate equipment which provides challenges and helps them learn to use their bodies effectively. Children are able to access water at all times and are reminded of the need to drink in hot weather or after physical play to ensure they do not become dehydrated. An explanation is sometimes given to help children understand why they need to wear hats to provide protection from the sun

Children learn the importance of good personal hygiene when reminded to wash hands before eating their snack. They are encouraged to wash their hands by the attractive, relevant displays in the cloakroom. These procedures, together with the sick children policy, help prevent any risk to children from cross infection. They are well nourished by a variety of healthy snacks and enjoy buttering their own rolls and eating strawberries and other fruits. Procedures ensure children with special dietary needs or health requirements are protected from the risk of allergic reaction or inappropriate treatment.

A member of staff with a first aid qualification is present at every session to ensure children receive appropriate care. A new member of staff is not fully aware of first aid procedures to protect children when dressing grazed knees. She is helped to deal with the accident by a qualified member of staff and sensitivity is shown to help the child cope with the accident. It is fully recorded to safeguard the child.

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

The provision is satisfactory.

Children feel welcome in the attractive, well organised environment with displays of

their work enhancing their self esteem. They are able to move safely around the purpose built mobile with equipment arranged in bays to provide for different types of play. The protection of children has been considered within the organisation of the room. Children independently choose the activities they wish to undertake or to play indoors or out. They are able to sit in comfort to play or eat on child sized furniture in both areas. The wide range of easily accessible, developmentally appropriate equipment ensures children are well occupied throughout the session.

Children are able to play safely outside on appropriately installed equipment with a large area of safety surfacing. The daily risk assessments are not detailed enough to ensure all hazards to children are identified and minimised or enable another member of staff to carry it out if the delegated member of staff is not available.

There is a risk children may not be protected due to the lack of an up to date child protection policy and staff not having clear procedures to follow.

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

The provision is good.

Children enjoy their time in the playgroup. They are happy, confident, secure and well occupied by the range of activities offered as they play inside and out. Their independence is encouraged in many areas as they choose toys and equipment and the activity they wish to undertake. They develop their decision making skills as they freely move items to the outdoor play area, extend and develop their play. For example two children spend over an hour painting the steps to the mobile with very little adult intervention. This followed on from a suggestion of painting paving slabs. The children go into the mobile to refill paint pots, adding water to dilute and have long discussions while they work.

The ability to choose the activity and resources means all children are well occupied by activities appropriate to their stage of development. For example a two year old plays for a concentrated period moving in and out of the mobile to fill a water bottle and using the water to mix sand and compost to make mud.

Children enjoy close relationships with the adults and friendships are in place between children who play well together supported by the members of staff. Children are eager to attend and take part happily in activities.

### **Nursery Education**

The quality of teaching and learning is good.

Staff have a thorough knowledge of the early learning goals and plan a range of interesting activities loosely based around a theme. Plans are used flexibly if play develops from the children's ideas and staff value children's suggestions. For example, staff use effective questioning to help children create a den from sheets etc. They encourage children's thinking skills as children consider whether the pieces of cloth are big enough and make suggestions regarding the means of creating the den. Once in place, children use the den creatively for role play situations. Children

are encouraged to share responsibility for the activities which provide challenges for all children. The structured Wednesday afternoon session does not encourage this responsibility and decision making and as a result children's needs are not as well met.

Children use their initiative, for example, to turn a cardboard tube into a crocodile or create a scrap book containing pictures of interest to the child. The child's self esteem is enhanced as he shows his achievement to the adults in the group. Children are able to develop their creative ideas in the well resourced and organised creative area.

Children's vocabulary is extended as they create pictures or decorate boats based on the theme of the sea or make playdough. They recognise their names and enjoy attempting to write them; staff encourage them to link the sounds with letters. Their mathematical language and understanding is developed as they make playdough; work out if paint rollers will fit in the pots; play card games and count as they play hide and seek. The presentation of the sand and water play does not always encourage children to take part in play and exploration at this activity.

The key workers use children's assessments to ensure they progress in their learning. They develop plans as a staff group which ensures children are provided with activities to cover all areas of learning.

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

The provision is good.

Children have a strong sense of belonging in the group as they confidently make decisions regarding the activities they wish to undertake and involve adults in their play. The setting is proactive in working closely with parents and other professionals to ensure children with special needs are fully included and make progress which is monitored closely. They receive additional support to help their development.

Access to an appropriate range of resources and planned activities is helping children develop positive attitudes towards different cultures and lifestyles. Older children in the afternoon group are aware of different languages spoken as they respond to their names at registration in French. Children's spiritual, moral, social and cultural development is fostered by these activities and is also developed as they are encouraged to share and consider other children, join in with conversations and express ideas.

Children are well behaved helped by the organisation of the day and role models provided by staff. They learn acceptable behaviour as they are reminded to care for equipment and furniture and praised when they help or behave acceptably. Children are learning to manage their own behaviour as they resolve disputes. For example, a child who has been refused by another when wanting to help paint a step responds with "Oh well, if I can't help you with that one, I'm doing this one".

The partnership with parents is good. Children benefit from their parents' involvement in all aspects of the setting as they help on a rota basis or serve on the committee.

They are involved in developing the plans for their children's learning and work closely with key workers which contributes to the children's progress and well-being in the playgroup.

## **Organisation**

The organisation is satisfactory.

The leadership and management is good.

Care for the children is provided by well qualified, suitable and experienced staff. The supportive committee recognises the individual skills of staff and children benefit from changes in the staffing structure to ensure they all have roles which fully utilise their particular attributes. The appointment of joint supervisors has provided clear leadership for less experienced staff and they all work well together and have a high regard for children's well-being. The key worker system is effective in identifying children's needs and staff work with parents to meet them. The system is currently being developed to help this process still further. The lack of a clear recruitment policy and comprehensive induction procedure means staff are not always sufficiently aware of how to protect children, for example, in first aid, risk assessment or child protection.

Opportunities for children are maximised by the well organised premises, deployment of staff and effective use of space indoors and out.

Detailed policies and procedures are in place for most aspects of the provision. They do not reflect current practice or provide clear guidelines for staff or parents. The newly appointed committee is aware of the changes needed to the documentation and is planning to develop and update all the policies and procedures and put in place regular reviews of staff performance to ensure the group moves forward for the benefit of the children.

Overall, the provision meets the needs of the children who attend.

## **Improvements since the last inspection**

The last care inspection recommended the appraisal process to be used to review staff skills and abilities and address any issues raised. This review has taken place and changes in staffing made which have had a very beneficial effect. Staff now work well together for the well-being of the children. The new committee plans to continue to develop the appraisal process.

The setting was asked to give consideration to the grouping of children and use of space to ensure needs are able to be met. The layout and organisation of the premises has been developed to very good effect and the key worker system used more effectively in grouping of children.

A recommendation was made to develop the risk assessment and policies and procedures. Work has been started on these areas but they remain as a

recommendation at this inspection.

The last nursery education inspection recommended developing staff understanding of positive behaviour management techniques. Behaviour is no longer an issue and the organisation of the setting, together with the positive strategies used by staff, ensures children are well behaved.

A recommendation to develop short term plans has been met and plans now ensure a balance of activities to meet children's needs and sufficient support by adults with roles clearly identified.

A third recommendation to provide opportunities for children to self-select a range of materials to develop their creativity has been met by establishing a clearly identified creative area which children use freely and effectively.

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

There are no complaints to report.

## **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):

- develop the daily risk assessments to ensure any dangers to children are minimised and make sure staff have an understanding of the procedures necessary to protect children
- develop the documentation to ensure children are protected and staff and parents provided with clear guidelines. This particularly refers to: the child protection policy; the brochure for parents; obtaining consent from parents to administer medicines and seek emergency medical advice or treatment and staff employment and induction procedures.

#### **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):

- ensure children are provided with opportunities to choose the activities they wish to undertake in order to take responsibility for developing their play and learning at every session.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)