

# Westcott Tots Playgroup, Westcott Primary School

Inspection report for early years provision

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<b>Unique Reference Number</b>	510019
<b>Inspection date</b>	25 May 2007
<b>Inspector</b>	Jackie Phillips
<b>Setting Address</b>	Westcott Street, Hull, East Yorkshire, HU8 8NB
<b>Telephone number</b>	01482 706860
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<b>Registered person</b>	Westcott Tots 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?

Westcott Tots Playgroup registered in 1988 and is a committee run group located within the grounds of Westcott Primary School, on the east side of the city of Hull. Care is provided on ground floor level in an independent unit and comprises of a main play room, a cloakroom area, toilets and hand washing facilities, and a kitchen used by staff but not accessed by children. An enclosed area for outside play is available.

The playgroup is open between Monday and Friday, term time only. Morning and afternoon sessions are provided. Times of opening are 09.15 to 11.45 and 12.45 to 15.15 each day. The provision is registered for a maximum of 19 children aged between two and five years of age. There are currently 41 children on roll, including 40 children who are in receipt of nursery education funding. There is support for children that attend with learning difficulties.

There are six members of staff including the groups two supervisors. Four staff members hold relevant childcare qualifications and two are unqualified assistants. The group is a member of the Pre School Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children have an understanding of keeping themselves healthy. For instance, they are familiar with hand washing routines after creative activities, using the toilet and before eating. The majority of children access the setting's bathroom area independently and all use liquid soap and disposable paper hand towels. Tissues are provided for children to use when required. This means that children are enabled to understand about effective personal hygiene routines that help to reduce the risk of cross-infection and support good health.

Written details are shared with parents regarding arrangements when children are ill. Information is provided relating to exclusion periods from the setting. Parents provide written permission for the seeking of emergency medical help if required. All staff hold valid first aid qualifications and medical supplies are available. This means that good attention is paid to ensure children's injuries are dealt with effectively and parents are made aware of the setting's responsibility to maintain a healthy and hygienic environment.

Children's dietary needs are well met with healthy options provided mid-session. For example, fresh fruit, cheese and crackers with milk or water to drink is available most sessions. Children sit at low tables and are invited to choose what they would like to eat or drink, carefully placing their chosen items into small coloured bowls. There is fresh water provided at each session, although children cannot access a drink independently as the jug and beakers are placed high out of their reach. Each Friday, commonly referred to within the setting as 'Funky Friday', children have toast and spreads provided as an alternative. They are able to make choices using a small knife to competently spread their chosen topping.

There are some opportunities for children to become involved in physical activities during each session. For example, children engage in an indoor game of musical chairs or dots. They understand about being on a coloured dot when the music stops playing. However, outdoor play is not consistently incorporated into the routine to enable children to regularly enjoy physical exercise and be active in the fresh air. This reduces the experiences for children to use their bodies in challenging ways, such as balancing and climbing and impacts on their understanding of developing a healthy, active lifestyle. The setting has yet to find creative ways in which the outdoor environment compares as favourably to that provided within the indoor environment. Children's fine motor skills are regularly practised and refined. For example, most children competently cut using scissors and pick up small objects to paste onto their collage pictures. Ball skills are especially well performed as children bounce, throw and catch, and accurately kick a ball with one foot.

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

The provision is satisfactory.

The recently improved storage of equipment enables children to identify the contents by use of transparent boxes with text and illustrative labelling. This means children can easily find what they are looking for and assist at tidy time. The environment is enhanced by the display of children's work, pictures, posters and photographs. The varied range of resources are clean and in good condition. Adults of the setting adequately organise the room into focussed areas of learning, such as a role play and book area. This helps children to concentrate and make links in their learning.

The premises are secure and children are prevented from having access to the small kitchen. An accurate recording system is in place of children's and adults' attendance. There is a single log book to record details of children's accidents and medication to be administered. However, as there are multiple entries per page this has a negative impact on issues of confidentiality. Fire drills are practised regularly and details are recorded. This means that children are familiar with the evacuation procedure which helps to keep them safe. Other documentation is in place that supports children's safety, such as a written policy for a lost or uncollected child. However, the setting has yet to establish operational procedures for the safe conduct of any outings provided.

The setting has in place a written child protection policy which is shared well with parents. Members of the team have not yet attended up to date training in the protection of children, although they have attended training in the past. There is a lack of written guidance and contact details of local agencies to provide support if concerns were raised about a child's health, safety or welfare.

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

The provision is satisfactory.

Throughout each session, children are able to choose from a varied selection of play materials. Opportunities are provided for them to design and create through a varied range of activities, such as construction, painting, collage and play dough. An interesting range of dressing up clothes enables children to use their imaginations as they become different characters, such as nurses, doctors, a magician or those that they are familiar with from stories they have heard. An assortment of bags, hats and masks add to the drama of children's dressing up and role play experiences. Domestic play items are available, such as buggies, a baby walker, pretend food, cooking utensils and a toy vacuum cleaner. The home corner provides children with the opportunity to recall events experienced at home.

Children access a well stocked book box and a varied range of puzzles. They experience activities that raise their sensory awareness, such as sand and water. On many occasions, but especially during imaginative play, children demonstrate sustained interest at what they are doing. For example, during an extensive play event that involved three children dressed up as Doctors and Nurses, they all contributed in making the dollies better. They used the equipment within the medical set with confidence and understanding. They were able to describe the intended use of each item, for example, 'this goes in your ears, this goes in your mouth and you listen to your heart with this'. Children under the age of three may attend the group, although adults of the setting have yet to familiarise themselves and implement the 'Birth to three matters' framework for young children.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Adults work directly with children and warm and caring relationships are evident. Children are able to notice differences, for instance when one adult wore the tabard of a colleague, a child made reference to this and asked why. Staff are interested in the children and together they discuss events that take place outside of the setting. By effective use of open ended questioning, adults encourage children to respond and share their thoughts and ideas. They make learning fun and support children very well as they play, maximising learning potential.

Within the room there are some focussed areas of learning created. For example, there is a role play and book area. Children are very familiar with a rotated range of activities placed on three tables to one side of the carpeted area. The majority of children can recognise their own name and some can write theirs legibly. Notepads and pencils are provided for children to use, especially when they are involved in writing 'prescriptions' for the poorly dollies. However, resources, such as a diverse range of materials for mark making, are not consistently available for children to access independently.

Adults support children's understanding of counting and simple mathematical calculations very well. For example, they familiarise children with interesting number and action rhymes, support them to count forwards and backwards, and involve children in deciding if more or less children are present than the previous day. This helps problem solving and encourages children to use numbers spontaneously. For instance, a four-year-old said that his prescription cost £49.

The team make assessments of children's progress through observation and evaluation. Staff members use their knowledge of the children to implement learning activities and consider how to plan and prepare for the next stage. Information is recorded in children's individual files and shared with parents. The team have a satisfactory understanding of the Foundation Stage but acknowledge that they have not attended training.

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

The provision is satisfactory.

Around the setting, children see a range of good quality posters and pictures of positive images. For example, those reflecting a range of emotions, disabilities and ethnic backgrounds. To supplement this and continue to raise their awareness of diversity, children play with a range of multi-cultural resources, including dolls, books and small world toys. Children are also involved in activities linked to cultural celebrations, such as Chinese New Year. As close relationships between staff and children are evident, the specific needs of individuals are able to be met. These include initiating additional support strategies and involving parents.

Children are well behaved and display good manners. For example, saying please, thank you and excuse me before speaking to a busy adult. The setting has a written behaviour management policy in place, although currently this fails to include how incidents of bullying will be addressed. The team are very aware of implementing a sensitive and appropriate range of techniques to enable children to work and play more cooperatively together. They intervene promptly to explain to children when the consequence of their actions is not acceptable. This helps them to understand between right and wrong. Praise and an effective reward chart helps to support children's understanding of being a sociable member of the group.

Partnership with parents and carers is satisfactory. Parents are acknowledged as partners and are invited to attend as volunteer helpers. An informal and friendly exchange of information takes place regularly and parents are at ease within the setting. There is an information booklet available and a designated area which displays some planning details. Information about the operation and management of the setting is made available to parents.

The setting works hard to provide a stimulating environment for children in which they flourish and become confident and competent learners. This approach is progressing well and children clearly enjoy their time at the setting. They are able to learn from an interesting range of play experiences, including books and stories, well supported by kind and caring adults. They have an understanding of the world about them and how to be an accepted member of a group.

They contribute to their environment by the display of their work and helping to tidy play things away. Children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is satisfactory.

Leadership and management is satisfactory. Staff are appropriately vetted and have suitable skills and experience to work with children. The long established team work very well together. They provide each other with coherent support and consistently consider how best they can meet the needs of children and their parents. Team members are keen to learn and develop their skills in caring for and educating young children. However, this commitment has failed to include how to keep abreast of change and development, such as being more involved in Foundation Stage and 'Birth to three matters' training and information dissemination. A satisfactory routine of each session is planned for children. However, the outdoor learning environment is not used effectively and children are not provided with a warning when the mid session break means play is required to be brought to a close and tidy time commences.

A range of written documentation supports the operation of the setting. However, a system has not yet been established to ensure that these are regularly reviewed, updated and new information added. For example, the setting's complaints procedure contains some out of date details and is not in line with requirements. The setting has a satisfactory recruitment procedure in place, but is not robust. Staff systems, such as team meetings, enable staff to discuss their working practices. They respond very well to support provided by other agencies and have used advice to consider effective ways to move forward. For example, in developing secure and coherent ways of working and establishing successful links with the primary school for the benefit of 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 previous inspection, three recommendations were in place. These related to the development of the child protection statement, the organisation of the setting's documentation and the provision of drinking water for children at all times. The written child protection statement now contains the procedure to follow if an allegation was made against a member of staff or volunteer and is shared effectively with parents. The range of policies and procedures are better organised but a clear system for regular reviews to take place is not yet established as highlighted at this inspection. A jug of drinking water is now provided for children but is placed out of their reach to access independently. Therefore, not all recommendations have been addressed successfully.

Actions were also required to be addressed. These related to establishing a clearly defined procedure to be followed in the event of a child being lost and how the setting would ensure at least one staff member holds a valid first aid qualification and be present at each session. A lost child policy is now established and all staff members hold valid first aid qualifications. This has improved the health and safety of children.

Key issues raised at the nursery education inspection involved adults increasing the opportunities for children to practise handwriting skills and enhance mathematical understanding. Improvement with curriculum planning was highlighted to identify children's intended learning outcomes and provide parents with better information. Children are now more familiar with letter identification. The majority can now recognise and write their own name. On most occasions

children access paper and pencils to write spontaneously, although the range and availability of mark making and stationary resources remains limited. There is a marked improvement in children's mathematical understanding and how they use number and counting skills with confidence within the daily routine. The planning process has improved and attention is paid to display a simple diagram to help keep parents better informed. Therefore, key issues have been adequately addressed.

### **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:

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):

- ensure there are operational procedures established for the safe conduct of any outings provided
- ensure national child protection guidance and contact details of local agencies are in place
- improve the outcomes for children under three years by using an approach in line with the 'Birth to three matters' framework
- ensure written policies and procedures within the operational plan are regularly reviewed and updated
- update the setting's written complaints procedure in line with requirements.

#### **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):

- establish frequent opportunities to enable children to mark make accessing a diverse range of materials
- develop the outdoor area as a learning environment for 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)