

Pagham Playgroup

Inspection report for early years provision

Unique Reference Number	113628
Inspection date	10 September 2007
Inspector	Lisa Jane Cupples
Setting Address	Pagham Church Centre, Nyetimber Lane, Pagham, Bognor Regis, West Sussex, PO21 3JT
Telephone number	01243 266958 or 263342
E-mail	
Registered person	Jean Powell
Type of inspection	Integrated
Type of care	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.

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?

Pagham Playgroup opened in 1970 and is privately owned. It is situated in Pagham Church Centre in Pagham, West Sussex. The group serves Pagham and the surrounding areas and children attend a variety of sessions. A maximum of 26 children may attend at any one time. The playgroup is open each weekday from 09:00 to 12:00 and on Monday and Friday from 13:00 to 16:00 during school term time only. All children have access to a secure outdoor play area.

There are currently 56 children on roll aged from two to five years; it is the group's policy to accept children from two years and six months. Of these, 29 children are in receipt of funding for early education. The playgroup supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The playgroup employs nine members of staff. Of these, five hold appropriate early years qualifications and two are working towards qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through daily routines and discussions. The children are actively encouraged to wash their hands at appropriate times and talk about 'washing away the germs'. Staff implement good procedures to help prevent the possible spread of infection. Tables are cleaned with anti-bacterial spray and staff wash their hands before preparing the children's snacks.

Staff have a very clear understanding of the procedures to follow if an accident occurs. The records are detailed and well-maintained. Parents are required to sign to acknowledge they have been informed, ensuring they are aware at all times. They also give written consent for the setting to seek emergency medical treatment or advice, helping to keep the children healthy. Children will receive appropriate treatment if an accident occurs on the premises because all staff hold current first aid certificates and a fully stocked first aid kit is in place.

Children benefit from a nutritious diet because staff have a clear understanding of healthy eating and provide a wide range of fresh fruit and vegetables at snack time. Children are beginning to learn about healthy eating and talk about the type of food that is good for them. Staff provide a wide range of nutritious snacks, some of which the children grow themselves in the secure outdoor play area. Children's allergies, medical and cultural needs are discussed fully with parents and recorded in detail to ensure all staff are aware and the children's needs are met.

Children have ample opportunities to develop their large muscle skills during outside play. They are able to free-flow in and out of the garden throughout the session. Children ride wheeled toys with precision, showing good spatial awareness as they manoeuvre the toys around the garden area. They are able to climb and balance on the equipment, moving with control and co-ordination. Children play ball games and are developing their skills well as they throw and catch balls and practise aiming with the basketball net.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are warm and welcoming and staff greet the children and their families at the door. A notice board is displayed in the foyer for parent's information and children's independence is encouraged from the time they arrive, as they hang up their own coats and self-register. Children have access to an extensive range of equipment and resources that are suitable for their age and stage of development. Staff set up the table top activities before the children arrive. Children come in and self-register, then enjoy free-play, choosing from the wide selection of activities, resources and games.

Staff are vigilant and ensure the premises are safe and secure throughout the day. Daily risk assessments are completed and staff check that chairs in the hall are not stacked too high so they do not pose a threat to the children. All fire exits are kept clear and the heaters in the hall are covered, to protect the children. Children's safety is promoted as parents and carers are required to bring the children into the hall at arrival and collection time. Good procedures are in place to ensure no unauthorised people can collect the children. Children learn to keep themselves safe through routines. For example, they pick toys up if they fall on the floor so

that others do not fall over, and they practise regular fire drills so they know what to do in an emergency.

All staff have attended child protection training and have a very clear understanding of the procedures to follow to safeguard the children if concerns are identified. They would recognise the possible signs and symptoms of abuse and would contact the relevant agencies to protect the children who attend. The procedures and the settings responsibilities are discussed with the parents and they have access to the full policies at any time. The policies include procedures to follow if allegations are made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Staff are sensitive to the children's needs and spend time helping them to settle. Some children are tearful on arrival and staff sit with them, talking to them and giving them cuddles helping them to feel safe and secure. The tears are short-lived and the children soon become interested in the range of activities available. Staff show an interest in the children talking to them and listening carefully to the children's ideas, helping them to feel valued and part of the group. Children soon relax and share their ideas and suggest games during registration time. Staff effectively support the youngest children in the group as they begin to learn the routines and rules of the group. For example, staff sit with the children at registration time and if necessary take unsettled children off to complete other activities.

Staff have a limited understanding of the Birth to three matters framework, and no formal system is in place to monitor the youngest children's progress. Staff do not begin to record the children's progress until they are three and start the Foundation Stage. Children under three have access to the same activities as the older children and staff are not always sure of how to differentiate them effectively to ensure the youngest children benefit fully from what is on offer.

Nursery Education

The quality of teaching and learning are good. Staff have a clear understanding of the Foundation Stage and plan a curriculum that covers the six areas of learning. Staff are skilled at asking open-ended questions, encouraging the children to think about what they are doing and extending their ideas at every opportunity. For example, children attempt to build a tower with building bricks and it keeps falling over. Staff ask the children what they can do to stop it from falling over. The children think about it for a few seconds and then one child says they could make the bottom bigger. Staff say well done and encourage the children to try it. They are pleased with the results and call other children and staff over to look at their tower. Staff sit with the children at their level and interact exceptionally well. They support and assist the children as necessary, for example, when completing large floor puzzles, and know when to stand back and let play develop naturally when the children are role-playing in the home corner. Staff watch the children and only join in the play when invited, ensuring they do not disturb the children's play or interrupt their ideas.

Key workers observe the children's progress, however, the children's records are not up-to-date and the children's next steps are not identified, or used to inform the curriculum planning. Therefore, some learning opportunities are missed. The curriculum planning is well-balanced and covers all six areas of learning. Staff have planning packs each half-term and this includes the planned learning intentions for the children. This enables the staff to focus on specific

goals, ensuring the children's progress can be tracked until they go to school. However, the curriculum planning does not identify differentiation and the activities are not evaluated effectively to ensure the planned learning intentions have been achieved by the children.

Children are enthusiastic and eager to learn. They arrive full of energy and keen to see what they will be doing during the day. They self-register on arrival and are beginning to learn the group rules. Children are able to sit quietly and listen carefully when requested. For example, at registration time the supervisor asks the children to show her their listening hands. The children stop what they are doing and put a hand in the air. They listen and follow the simple instructions to go over to the mat for registration. They listen for the names and say 'here' when their names are called. Children practise their emergent writing for a variety of purposes and understand that text has meaning. They recognise their names in print and some are able to say what the labels around the room mean. Children handle books correctly and listen carefully during story-time, often predicting what will happen next.

Children count confidently up to, and sometimes, above twenty. They count every day objects and enjoy singing and number rhymes. They recognise numerals and are able to point to the correct numbers when showing how old they are or how many siblings they have. Children use mathematical language to describe shape, size and quantity during practical activities and free-play. They learn about their local environment and the world around them through planned topics and themes and local outings. Children enjoy planting seeds and growing a range of vegetables which are picked and cooked for some snack-times, helping the children to see the full cycle of growing things. Children are skilled at using the computer and use everyday technology with ease. They are beginning to develop a sense of time through the daily routines. They know what is going to happen next and often explain to the newest children what is happening as they tidy away the toys for story-time.

Children have many opportunities to express themselves creatively during an extensive range of art and craft activities. They use a selection of media with confidence and are given the time to experiment and explore materials, helping them to learn the different properties. Children co-operate well with each other and are beginning to negotiate roles in the home corner. They develop their own ideas and dress-up as they become involved in the characters they have created.

Helping children make a positive contribution

The provision is good.

Children benefit from the staff's understanding of the equal opportunities policy. The policies are implemented effectively, so children are all treated fairly and have equal access to the wide range of resources and planned activities. Children have equal access to all the resources, activities and staff attention, helping them to feel valued and respected. Staff take the time to get to know the children and their families well. Parents fill out a detailed registration form which staff discuss at meetings, sharing any individual information, helping them to provide activities to interest the children. They are developing a good awareness of others and are already beginning to show consideration for others as they take turns playing games and help each other to complete puzzles. Children's social, moral, spiritual and cultural development is fostered.

The owner is the Special Needs Co-ordinator in the group. She has attended training and has a clear understanding of the Code of Practice and her role within the playgroup. Staff work closely with the parents and have developed strong links with other agencies to support all

children who attend. Staff manage the children's behaviour consistently and with a calm and relaxed approach. Clear rules and boundaries are implemented effectively, ensuring the children know exactly what is expected of them. Staff are extremely positive role models, encouraging the use of good manners and politeness at all times. Children are beginning to understand right from wrong and behave exceptionally well because staff give clear explanations, relative to each child's level of understanding.

Children benefit from the strong relationships developed between the playgroup staff and their parents. Lines of communication are clear and parents are able to talk to the staff at any time about their children's time in the setting. Newsletters are used to inform the parents about planned topics and themes, covering what their children will be learning during the following half-term. Each child has a named key worker who works closely with the parents, building effective relationships. Key workers carry out observations and parents are well informed about their children's progress through discussion. Parents know they are able to talk to the staff at any time.

The partnership with parents of children who receive funding for early education is good. Parents receive good information about the group's aims, objectives and the curriculum. The short-term curriculum planning is displayed for parent's information, providing good opportunities for parents to extend their children's learning at home. Parents are able to talk to the staff at any time and have access to their children's records of achievement on request. They are able to make written contributions about their children's progress, helping them to be involved in their children's learning.

Organisation

The organisation is good.

Children are protected because the owner has a very clear understanding of her responsibilities towards ensuring all adults working with the children are suitable to do so. All staff in the setting have been vetted. New staff work on probation for three months, while they learn about the settings policies and procedures, daily routines and the documentation. The owner actively encourages staff to attend training courses and workshops to develop their knowledge and understanding to improve the setting. Staff deployment is effective throughout the sessions and children are well supervised and supported at all times. The sessions are organised extremely well and children benefit because the sessions run smoothly and they are never left waiting around for something to happen. The setting meets the needs of the range of children for whom it provides.

Most of the documentation is up-to-date and well-maintained. The owner is aware of the minimum time limits to store old records and confidentiality is maintained at all times. The daily attendance register is up-to-date and includes the children's full names, however, if the children arrive or leave the setting at unusual times it is not recorded, therefore an accurate record of the children's attendance is not fully maintained.

The leadership and management of the setting are good. The owner plays an active role in the setting and supports the staff team effectively. She is very experienced and knowledgeable, enabling her to deliver in-house training to ensure the staff remain current with practice issues and the requirements of registration. The owner monitors the staff team's performance and contribution to the setting through casual observations and termly appraisals. The curriculum planning is monitored to ensure all six areas of learning are covered in depth. However, the planned nursery education is not currently being evaluated effectively to ensure the children

are achieving the intended learning. The setting has developed strong links with local schools and staff attend a variety of meetings to share expertise with other providers. The staff are committed to continually improving the quality of care and education for all children.

Improvements since the last inspection

At the last care inspection the setting was asked to develop and implement an induction checklist to evidence that new staff have covered and understood the policies and working practices of the group, and to ensure parents are aware of the regulating body's details, with regard to complaints information. They were also asked to improve information to parents of the weekly range of activities and play opportunities provided for children's overall development, and introduce the opportunity to view developmental records and discuss children's individual progress with the key worker.

The owner has developed a full induction programme for new staff to ensure the children are protected and the whole staff team are aware of their responsibilities in the group. A new complaints procedure has been devised and parents are informed about the policy and how to contact Ofsted, the regulating body. The short-term curriculum planning is clearly displayed for all parents and planned topics and themes are covered in the newsletters, helping to keep the parents informed. Parents are able to look at their children's progress records at any time, although they are not currently up-to-date. They can also speak to their children's key worker at any time to discuss their children's progress in detail.

At the last nursery education inspection the setting was asked to involve staff in developing a planning system which is focused on the learning objectives of the stepping stones of the early learning goals of the Foundation Stage so that children make consistent progress, are challenged and build on what they already know. To provide opportunities for children to have planned opportunities to speak clearly and be aware of the listener in small groups, talking about what they have been doing, past and present events in their own lives and the place where they live. To use the very good resources available to develop practical maths activities which have a focused learning objective and to provide opportunities for parents to access information about their children's progress and achievement, the curriculum and to contribute to children's learning.

All staff now contribute to the planning of the curriculum, although the information gathered by the children's key workers is not used to identify the children's next steps or used to inform the curriculum at this time. Children now have many opportunities to express themselves during large group activities. They are able to share their feelings and suggest ideas with confidence, developing their spoken language well. Children show good listening skills during story-time and when following simple instructions throughout the sessions. They enjoy looking at photographs about the playgroup and often recall past events when they talk about themselves during language activities. Staff use the resources well to develop the children's mathematical skills. They are able to count with confidence and recognise numerals with ease. Parents now have access to their children's progress records and the curriculum and are more involved in their children's learning.

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 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):

- improve the staff team's understanding of the Birth to three matters framework
- ensure the details are recorded in the daily attendance register if the children arrive late or leave the session early.

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 the children's progress records are up-to-date and use the information gathered by key workers to inform the curriculum so that it reflects the children's next steps
- further develop the curriculum planning to include differentiation and evaluation.

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