

Horley Row Community Playgroup

Inspection report for early years provision

Unique Reference Number	122703
Inspection date	21 September 2007
Inspector	Cheryl Walker
Setting Address	Horley Row, Horley, Surrey, RH6 8DF
Telephone number	01293 431851
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Registered person	Horley Row Community Playgroup
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?

Horley Row Playgroup has been established since 1971. It is registered to look after a maximum of 26 children aged from two to five years.

It is a committee run group that is located in a church hall in a residential area of Horley, Surrey. It serves the local community and surrounding areas. The group is open each morning except Tuesdays, from 09:10 to 12:00 during term time only. Children have access to a large hall that can be partitioned into two separate areas.

There are currently 32 children on roll. Of these, 19 children receive funding for early education. The group currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The setting employs six members of staff. Of these, four hold appropriate early years qualifications and one is working towards a qualification. The setting receives support from an early learning advisor from the Early Years Childcare Service.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is effectively promoted within the setting. Children play in a clean environment, where good daily routines ensure they understand the need for good personal hygiene. For example, children independently visit the toilet and know that they must wash and dry their hands afterwards. They remind each other that they must wash their hands before they sit down to eat a snack together. They begin to learn about their own needs and how to address them, for example, when they reach for a tissue, wipe their noses and place their tissue in the bin. Staff know and understand how to protect children from infection. They supply children with clean, colour coded towels to dry their hands, to reduce risks of cross infections and there is a clear sickness policy so that children who are infectious do not attend, thus preventing the spread of contagious ailments.

Sufficient staff have up to date first aid training, enabling them to deal appropriately with children's accidents. Staff are aware of the correct procedures to follow in this event and good systems are in place for recording any incidents. Parents give prior written consent to administer medication to ensure children receive the correct dosage according to their needs.

Children enjoy healthy snacks and know that fruit is good for them. They each bring a piece of fruit to share at the snack bar and can access this area during the morning at a time of their choosing. This encourages children to think about their personal needs. They are encouraged to learn about healthy living through good routines, discussion and topic work. Staff sit with the children at snack time and talk about which foods are good for them. Children are able to discuss which foods they consider to be healthy. Children's individual dietary needs are discussed with parents at the beginning of their placement and these are respected by staff.

Children enjoy regular physical activities that help keep them in good health. They respond and move enthusiastically during music and movement sessions. They proudly move around the room, spinning and turning while they hold streamers, watching the way they follow their movements. Children negotiate space well during indoor and outdoor physical activities. They skilfully ride cycles, manoeuvring around obstacles in their path. Children regularly practise their fine motor skills using small tools such as hammers and play dough tools. They use pens, pencils and scissors effectively, with increasing precision.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play and learn in a safe and secure environment where they can move around safely and freely. Space is organised effectively to promote children's independence. Displays of children's work and achievements show that staff value children's contributions and help children to gain a sense of belonging within the group. The play space is inviting, well resourced and laid out to encourage children's interest.

Staff are vigilant and use risk assessments well to reduce potential hazards. These are displayed so that staff and parents are aware of what has been checked and what is to be addressed. The security is very good ensuring children are unable to leave the premises without a suitable adult and all visitors to the setting are recorded. Staff give high priority to helping children understand how to keep themselves safe. For example, they remind children to use their 'careful hands'

when handling the toys and their 'walking feet', when running potentially poses a hazard. Regular fire drills help children become familiar with the procedures so they learn how to leave the premises quickly and safely. They know that when the three long whistles are blown they must stop what they are doing and hold on to the fire rope to leave the building. Children are well supervised because staff are deployed very well to ensure ratios are maintained and children are kept safe.

Staff are aware of child protection policies and understand the procedures to follow if they have any concerns to ensure children's welfare, although few staff have received up to date training in this area.

Helping children achieve well and enjoy what they do

The provision is good.

Young children explore and experiment through a range of well-planned and stimulating activities that are appropriate for their stage of development. They are beginning to join in with action songs that help develop their co-ordination and their confidence. Staff offer good levels of support to children that are less confident or new to the group and children readily approach them, indicating that trusting relationships have been established. They sit with the children during circle time and encourage them to join in and become a part of the group.

Children are happy, confident and relaxed. Their creative and imaginative development is encouraged through activities such as art and craft, play dough and painting. They listen to and play music, sing, dance, role-play and dress up. Staff positively engage with the children and join in with their games, extending their role play through appropriate interaction and support. Children begin to show a clear awareness of the routine. They know that when the hand bell is rung that they must listen, put their toys down and sit on the mat ready for registration and circle time. They understand that at tidy up time it is 'nearly time to go home'. They thoroughly enjoy the exploits of 'Tez and Tessie bear', who join them at circle time. Children have the opportunity to take the bears home, care for them and bring them back to the group. This gives children a sense of belonging and allows them to take on some responsibility.

Nursery Education

The quality of teaching and learning is good. Staff are good role models and demonstrate a positive attitude towards learning by presenting activities in an interesting and enthusiastic manner. They make very good use of daily routines, activities, free play and incidental opportunities to extend children's learning. Good planning supports topic work where learning aims and extension tasks are clearly identified. Plans clearly show the level of support required for each activity and indicate to staff whether activities should be adult led or child initiated. This enables staff to have a clear understanding of aims and expected outcomes. Activities mostly provide a good level of challenge for all the children, although during settling periods for new children, levels of challenge are variable for established children.

Good systems of monitoring and assessment are in place which enable staff to inform their planning according to children's individual needs. All staff make spontaneous observations of children whilst they play to record their progress. The observations are reviewed regularly and used to identify the next steps for each child and ensure that appropriate activities are planned. This ensures children are moved on in their learning at a good pace with individual talents being maximised.

Children are very independent. They see to their personal needs such as dressing and undressing, visiting the toilet and washing hands, deciding when to have their drink and snack. They make decisions about how much fruit they want to eat and carefully pour a drink from small jugs. Children enjoy the responsibility of washing and drying the cups after snack time. They are developing good relationships and get on well with peers and adults. They understand the need to share and take turns when playing together and begin to negotiate with each other.

Children enjoy books and handle them carefully. They spend time sharing books with friends and adults and can relate well-known stories by looking at the pictures. Children's language is developing well and opportunities are given for them to practice writing in a number of situations including imaginative and role-play settings. They have consistent access to writing and drawing materials so that they can practise their writing skills. There are regular opportunities for children to recognise their names when they collect their names from the table and place them on the name board.

Children can count confidently and use mathematical language whilst they play, for example, a child playing with the counters states that he is putting them 'in three rows'. Songs and rhymes allow children chances to practise simple adding and subtraction.

Children learn about how things work as they play with real items such as key boards and telephones. They make observations and notice differences when they paint the outdoor fence with water. They note that the water now runs off the fence. Staff explain in terms that the children understand, that the fence has been painted and made waterproof.

Helping children make a positive contribution

The provision is good.

Children settle well because staff are experienced and sensitive to their needs. The youngest children begin with short sessions until they feel able to separate from their main carer and this is taken at each child's individual pace. They are welcome to bring comfort items from home to ease the process. Children learn to respect other cultures through enjoyable topic work. Regular, planned activities help children to learn about themselves, each other and the world around them. Children are beginning to understand the differences between their home life and the home life of others in the group. Activities such as houses, homes, and ourselves, help children understand differences within their immediate community. Staff encourage all children to participate in the activities provided to ensure they have equal opportunity to maximise their enjoyment and potential.

The staff are skilled in identifying children with additional needs and work closely with parents and other agencies to ensure their needs are met. They adapt activities so that all can experience a wide range of stimulating activities appropriate for their level of ability.

Children behave very well and benefit from lots of praise and encouragement. Staff are good role models and consistently apply the basic ground rules of listening ears, gentle hands, thinking caps and looking eyes. The behaviour management strategies are appropriate and help children to understand right from wrong. At considered times, staff take a step back to allow children to attempt to resolve their own disputes, which helps children to learn to negotiate with their peers. Children's spiritual, moral, cultural and social development is fostered.

The partnership with parents and carers is outstanding. Parents receive extremely detailed information about the Foundation Stage. The information outlines what and how children will

learn. This ensures parents understand that play has a key role in developing children's skills for the next stage of learning. There are consistently good opportunities for parents to become involved in their child's learning. Staff offer excellent suggestions regarding activities that can extend learning at home through discussion and posters around the setting. Parents choose to become involved in the setting by way of the parent's rota and their contributions are valued. Well written and detailed reports provide parents with regular updates about their child's progress and present a clear picture of their achievements. Staff compile a scrap book of children's work and observations, which can be taken home when the children move on, giving a comprehensive account of their time at pre school. A good partnership with parents contributes considerably to children's well-being while at the setting. Relationships with parents are positive because staff are approachable and take time to talk to individual parents, promoting effective, two-way communication.

Organisation

The organisation is good.

Children benefit from a well planned and organised environment, where an enthusiastic and committed staff team show a clear understanding of their role in supporting the children in their play and learning. Staff are up to date in their practice and implement guidance and frameworks well, although not all staff have attended recent child protection training. Robust systems are in place to ensure staff are suitable to work with children and clearly written policies and procedures guide them in their work. All mandatory records are in place, confidential and well maintained, promoting the safe and effective management of the setting in order to promote children's welfare.

Leadership and management of the setting are good. Effective systems are in place for the continual assessment and development of staff. Appraisals and portfolios allow staff to assess their own practice and set targets for improvement. Staff work well as a team and clear communication and guidance allows them to provide a stimulating well-balanced programme. There are clear aims for the setting and plans in place for continual improvement, which reflect a pro-active approach to children's care and education.

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

Improvements since the last inspection

At the last care inspection the setting was asked to make some improvements to policies and procedures and to increase the resources that positively reflect diversity. The setting have appropriately addressed the issues. Policies and procedures are clear, up to date and comprehensive, supporting the effective management of the setting. Resources that reflect race, culture and disability have been added to the equipment to ensure children have access to these materials.

At the last inspection for nursery education the setting was asked to implement procedures to improve children's understanding of the boundaries in place. Children have a clear understanding because effective behaviour management policies are in place and simple clear rules assist children's development. They were also asked to continue to develop the planning and record keeping systems. These have been well developed and are now a strength of the setting. Finally, the setting was asked to provide regular opportunities for parents to access and contribute to children's records. Parents can access their child's records at any time and have opportunities

to contribute to progress reports. The partnership with parents is extremely effective in supporting children's learning needs.

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

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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):

- provide up to date training opportunities for staff in child protection

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 activities provide sufficient challenge for established children whilst settling new children into the group.

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