

# Wells (All Saints) Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	128492
<b>Inspection date</b>	15 November 2007
<b>Inspector</b>	Jane Davenport
<b>Setting Address</b>	Inman Row, Woodford Green, Essex, IG8 0NH
<b>Telephone number</b>	020 8504 0266
<b>E-mail</b>	
<b>Registered person</b>	Wells (All Saints) Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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](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?

Wells (All Saints) Playgroup is a long established, committee run provision which has been operating since 1963 and was registered in 1992. It operates from a church hall building and is situated in the Woodford Green area of the London borough of Redbridge.

A maximum of 40 children from two years to under five years may attend the playgroup at any one time. It is open each weekday during term time from 09:00 to 11:30, and on Wednesday, Thursday and Friday afternoons from 12:30 to 15:00. In addition, a lunch club operates each weekday during term time from 11:30 to 12:30 and selected sessions operate during school holidays as required. Children have access to an enclosed outdoor play area.

There are currently 66 children aged from two years to under five years on roll; of these, 20 children receive funding for nursery education. The setting supports children with learning difficulties and/or disabilities and also those who speak English as an additional language.

The provision employs 11 staff, including the manager. Of these, seven members of staff hold appropriate early years qualifications and one member of staff is working towards a qualification.

The setting is registered with the QUILT quality assurance scheme and an early years teacher provides qualified teacher support two days a week.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children play in a clean environment. Good daily routines and explanations help them understand that washing hands after visiting the toilet and before eating, and covering their mouths when they cough, reduces the risk of passing on germs. They are developing good self care skills, for example, helping themselves to a tissue from the box, wiping their nose and disposing of the tissue hygienically. Nappy changing routines are effective in minimising risks of infection.

The majority of staff hold a current first aid certificate. This means they can give appropriate care if there is an accident. Parents give prior written consent to administer medication, which ensures children receive the correct dosage according to their needs. Accident and medication records are both appropriately maintained.

Staff gather all relevant information regarding diet and medical history. This ensures children's individual dietary and medical needs are met. Staff are vigilant and sensitive in the care provided for children who have allergies, to ensure they are fully included and protected; this includes staff being trained to administer injections from epi-pens, should this be required.

Staff follow good hygiene procedures when preparing food, and children are actively involved in helping prepare the morning snack. They carefully wash and dry their hands and discuss with the staff member why this is important, before sitting down to cut up and prepare their apples, bananas, grapes and tangerines. Children and parents are encouraged to contribute to the supply of fresh fruit, and this, together with discussion about the healthy food posters on display, helps children understand and develop good eating habits. They are able to help themselves to easily accessible drinking water throughout the day, as jugs of water and cups are set out in both rooms throughout sessions.

Children regularly enjoy a range of activities that contribute to their health and develop their physical skills; they demonstrate a good sense of spatial awareness and move confidently during physical activities. They enjoy periods of healthy exercise and play in the fresh air in the outdoor play area and the large hall is used twice a week for riding on bicycles. In addition, they enjoy using the mini gym equipment, such as the treadmill and stepping machine and discuss with staff the value of regular exercise. Children's fine motor skills are developing well; they are competent when using small tools at the dough table and they use pens and pencils effectively, holding them correctly.

Staff use the Birth to Three Matters framework effectively, to support young children's development.

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

The provision is good.

The indoor space is organised effectively, allowing children to move around safely, freely and independently. Staff deployment is very good and guarantees that children are well-supervised at all times. Staff give high priority to helping children understand how to keep themselves

safe, by means of good routines and gentle reminders, for example, not to run indoors. Children preparing the fruit discuss the importance of removing the pips and cutting it up into small pieces so that no-one will choke; this encourages children to take responsibility for their own safety and the safety of others. Staff extend children's understanding of health and safety further by inviting professionals such as road safety experts and members of the fire, police and health services to come to the setting and talk to them.

Security is good at the front door, where there is a buzzer system in place; visitors are identified on entering the building and asked to sign the visitors' book. There are excellent systems in place for the safe collection of children with individual passwords for each child. Children and staff practise the emergency evacuation procedures on a regular basis; this helps children become familiar with the routine in the event of an emergency. Fire exits are labelled and free from obstruction.

Children choose from a good range of toys and resources, which are appropriate for their developmental stages and ordered from reputable suppliers. Toys are bright, colourful and in good condition. Resources are easily accessible to the children, who are able to select toys and equipment that interest them.

Children benefit from a good range of safety measures, for example checks on electrical equipment, socket and radiator covers and regular risk assessments, which are effective in reducing potential hazards.

Staff have a good understanding of child protection issues and know how to proceed if they have concerns about a child in their care. This supports children's wellbeing.

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

The provision is outstanding.

Children enjoy their time at the setting and arrive happy and eager to participate. All children are purposefully engaged as they explore and experiment through an excellent range of well-planned activities, which are very appropriate for their stage of development. Children's creative and imaginative development is developed well, through activities such as art and craft, painting, music, role-play and dressing up. Free expression is positively encouraged.

Children are making extremely good progress, because the highly motivated staff team recognise the individuality of each child and good quality adult-child interactions support the children's sense of self. Staff use the Birth to three matters framework effectively in their planning for younger children; Foundation Stage planning sheets used are evaluative and cover all of the early learning goals.

### **Nursery Education**

The quality of teaching and learning is good.

Children 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 concentrate for extended periods of time at their chosen activities. Circle time is used effectively and well, when children are able to participate in some incidental learning, talking about past, present and future events in their lives and discussing days of the week and the weather.

Children enjoy books and listen avidly to stories. Staff use good questioning techniques to stimulate thought, extend the children's use of language and reinforce their learning. For example, they use open ended questions to encourage the children to think and voice what might happen next. Story props made by staff and children are an excellent addition to their resources and are used enthusiastically by the children, for instance with the story of 'Goldilocks and the three bears'. This is a particularly good method of supporting children who have English as an additional language.

Children learn about size, shape and using appropriate mathematical language through practical worthwhile activities, linked to the stepping-stones. For example, a group of four children who are making bear models with moveable joints are asked to consider how many arms and legs they need, are then given one of each and asked how many more they need. This is an excellent way of introducing the concept of simple addition and subtraction and the children are delighted with the praise and encouragement they receive.

Children explore the environment and learn about nature as they participate in their Autumn theme, observe mini-beasts in their 'bug box' and grow their own tomatoes. The story 'We're all going on a bear hunt' is very successfully extended to take place in the garden so that children experience the environment first hand. Children learn about their own cultures and beliefs and those of others, through appropriate resources, planned activities and as they celebrate the different religious festivals, and they are confident and assured when handling programmable equipment such as telephones, walkie-talkies, calculators and key boards.

Children move confidently, imaginatively and safely and use good co-ordination as they use the indoor equipment. They demonstrate good spatial awareness and are able to use a range of large and small equipment to develop their large and fine motor skills. There are opportunities in place for promoting health and bodily awareness, as they participate in healthy indoor and outdoor exercise.

Children's creative and imaginative development is encouraged through a very good range of well-planned activities. It is effectively extended during role play in the home corner, where children are given dry porridge oats to make porridge for their teddy bears and during some work on phonics when the children are encouraged to imagine they are snakes slithering across the floor or ants rushing about.

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

The provision is good.

Staff have a positive attitude towards diversity and are good role models, helping children learn the importance of showing respect for all. Staff encourage all children to participate in the activities provided, ensuring children have equal opportunities to maximise their enjoyment and potential. Children become aware of their own and other cultures through a range of resources, planned activities and as they celebrate a variety of festivals. They develop a sense of belonging through sensitive interaction from staff. Equal opportunities is one of the areas for which the playgroup has received a 'credit' as part of their participation in the QUILT quality assurance scheme.

There are good systems in place to support children who have learning difficulties and/or disabilities and those who have English as an additional language. Close liaison with parents and outside agencies, such as speech therapists and physiotherapists, ensures all children's

needs are well planned for and met. Individual educational plans ensure children receive the right amount of support and interaction to ensure they are fully included and make progress.

Staff manage children's behaviour calmly and patiently; this encourages children to respond effectively to the guidance and praise they receive. Staff are consistent and follow through, which helps children to recognise their boundaries. Good behaviour is positively reinforced and rewarded with praise and encouragement. Sharing and taking turns is actively encouraged and children are supported to resolve their own disputes as far as possible; for example, two children in the book corner squabbling over a particular teddy bear are asked to share and, when they agree to this, are praised warmly for their actions. In addition, a large hour glass is used effectively to time how long children spend on the tread mill and to encourage them to take turns. Children's spiritual, moral, social and cultural development is fostered appropriately.

A good partnership with parents contributes to the children's well-being at the group. Staff actively seek parents' views about their children's needs and interests, before the child starts at the setting and on a regular basis during their time there. Completed parent questionnaires bear witness to parents' satisfaction with the service they receive and the strong community links the playgroup has. The friendly, approachable staff ensure that all parents know how their children are progressing and developing and children benefit from the involvement of their parents.

### **Organisation**

The organisation is good.

Wells (All Saints) Playgroup meets the needs of the children for whom it provides care. Leadership and management are good and children benefit from a well-organised environment, where they receive good adult support to help them feel secure and confident.

There are effective recruitment procedures in place; induction training ensures staff understand the policies and procedures, so they can contribute to the safety and welfare of the children.

There are regular appraisals that identify training needs; staff are encouraged to enrol on relevant courses and sometimes cascade these to other staff. This supports staff in their role and ensures they have the latest and most relevant information available.

All documentation required for the safe and effective management of the playgroup is in place. This promotes children's welfare and contributes to the smooth running of the provision. The children's attendance register accurately records their times of arrival and departure; however, staff's attendance is not currently recorded clearly.

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

At the last inspection, a recommendation was made for the provision to maintain accurate attendance records. The children's attendance records now include all necessary details, including their times of arrival and departure and this has led to an improvement in record keeping; the staff attendance record is not so clear, however, and a recommendation to clarify this has been set as a result of this inspection.

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

Since 1 April 2004, 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):

- clarify the system for recording staff attendance

#### **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 build upon current good practice

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