

Nightingale Vale Playgroup

Inspection report for early years provision

Unique Reference Number	509634
Inspection date	17 July 2007
Inspector	Beverly Hallett
Setting Address	Woolwich Community Centre, 16 Lesley Smith Square, London, SE18 4HH
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Registered person	London Borough Of Greenwich
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 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?

Nightingale Pre-school opened in 1979 and is situated in a large hall on the first floor of the Plumstead Community Centre. A maximum of 19 children may attend the preschool at any one time. The preschool is open each weekday from 09.30 to 12.30, term times only. All children share access to a secure enclosed outdoor play area.

There are currently 16 children aged from two to under five years on roll. Of these, seven children receive funding for early education. Children come from the local area. The preschool currently supports a number of children who speak English as an additional language.

The nursery employs three members of staff, all of whom hold appropriate early years qualifications.

The group is managed by a parent committee and is an affiliated member of the Pre-School Learning Alliance. A development worker from the Pre-School Learning Alliance supports the group.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn about personal hygiene through good hygiene procedures. They understand the need for washing hands when toileting and before eating and after participating in messy activities. Children's health needs are appropriately met through positive action taken when accidents occur and when administering medication. Both are documented effectively. However, the maintenance of the toilet facilities is poor. There are missing tiles, the sinks are water stained and the overall appearance is not clean.

Children make some healthy choices from a good variety of snacks. Fruit is available on most days, and staff plan activities with children to develop their understanding of eating healthily. Children's self help skills are very well supported as they serve themselves, spread butter and toppings on their bread and pour their own drinks with support from staff.

Children benefit from a large outdoor area which staff use effectively. A suitable variety of activities such as races, and ball games are planned daily by staff to ensure children develop strong physical skills. Inside, children competently use wheeled toys and large soft climbing mats in the smaller space, confidently developing their abilities to balance, climb and coordinate the movements needed to pedal and steer at the same time. Children are learning about the need for a healthy lifestyle through regular exercise and themed topics on healthy eating.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children confidently explore a suitably organised environment. Equipment is set out by staff each morning and children's independence is supported as they make choices from the tables and areas available. The environment is bright and suitably maintained and staff ensure children's work is displayed where possible to offer a stimulating place in which to play.

Children have access to clear space when playing both indoors and outdoors and can independently and safely access all play areas. Their security is monitored closely by staff supervision, and high handles and locks on exit doors ensure security within the setting. Effective procedures are in place to evacuate children from the building in the event of a fire.

Children are protected from harm by the staff's sound knowledge and understanding of the written child protection procedures, therefore safeguarding children's welfare. Clear action is taken to protect children from people who have not been vetted.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children play confidently in a warm and welcoming atmosphere. Staff have good interaction with children, they are kind caring and this makes children feel confident and secure in setting. Children are happy and focussed as they use soft play equipment, bathe babies, use tools in the play dough and make musical instruments from plastic bottles filled with pasta.

Nursery Education.

The quality of teaching and learning is satisfactory.

Mark making and counting are strong areas of provision. Children are offered activities every day which support them in drawing, writing and counting. However, the wider areas of communication language and literature and mathematics, for example matching sounds to letters and simple calculation are not as effectively promoted.

Staff's knowledge of the early learning goals is limited and this means that although children are likely to meet the overall goals, some of the clusters within the goals may be missed. For example, during an everyday activity racing the bikes, staff's lack of awareness of the curriculum as a whole meant they failed to extending children's learning to include noting and recording number and times rather than just who is the winner.

Children are confident and competent in using the computer. They happily access it without adult support, spending long amounts of time concentrating on the educational games available.

Children use the home area well and play in groups and pairs as they use their imaginations to pretend to be babies and mummies and daddies, using good communication skills to share and express ideas such as going shopping to buy the sausages for tea.

Helping children make a positive contribution

The provision is satisfactory.

Children's spiritual, moral, cultural and social development is fostered. Children make choices and decisions for themselves by selecting resources independently, and choosing what foods to eat. They respect other people's opinions and confidently make their own known to others. They openly share thoughts and ideas as part of their play, demonstrating a sense of community amongst their peers.

Children are recognised and valued as individuals throughout the preschool. Children have access to a suitable range of positive images that reflect a variety of different races, and staff offer positive role models of different ethnicity.

There are no children with learning difficulties attending the playgroup, however documentation is in place to promote inclusion for all children.

Children's behaviour is suitably promoted by staff's behaviour management strategies. Children respond positively to co-operation, sharing and taking turns. Staff are calm and gentle in their interactions with children and this offers positive role models for the children to follow.

The partnership with parents is satisfactory. Parents develop close relationships with staff, regularly sharing information about children as parents drop off and collect their children. However, parents are not given clear information about their child's progress towards the early learning goals. In addition, when settling children into the setting, strategies are not in place to support parents and child in engaging with the staff and resources to enable a smooth settling in process for the child.

Organisation

The organisation is satisfactory.

The provision meets the needs of the range of children for whom it provides.

The leadership and management of the Foundation Stage is satisfactory. Children are cared for by qualified and experienced staff who are committed to providing quality care and education for children. However, staff's lack of understanding around the clusters and stepping stones within the Foundation Stage means observation, record keeping and planning does not fully ensure children's access to a balanced curriculum.

The routines and environment are suitably organised to provide children with appropriate activities and experiences to support their overall development.

Children's personal records are regularly updated to ensure children's welfare is promoted, and are kept secure and confidential. The complaints procedure is made available to parents however there is no complaints log to record any issues and how they were resolved.

Improvements since the last inspection

The organisation of the setting has been improved as Ofsted are now notified promptly when committee members change.

Children's opportunities to investigate and explore living things are improved as the setting now plan and carry out a variety of activities such as planting and growing grass and flowers, and looking at insects as part of their curriculum.

Children enjoy a good variety of physical play which encourages, large motor skills such as climbing, balancing both indoors and out.

Children with learning difficulties and disabilities receive appropriate care as key staff have undergone training in this area and the setting has a clear policy to support staff in meeting children's individual needs.

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.

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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 strategies to support parents interaction with children and bridge the gap between child, parent and staff during settling in periods
- ensure management keep up to date with new developments in early years and current requirements, in particular ensuring a complaints log is in place
- improve the condition and maintenance of the toilets to ensure children have access to clean and hygienic facilities

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):

- develop staff's use of the stepping stones and clusters within early learning goals to support individual learning for children and ensure a balanced curriculum

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