

Teddington Methodist Playgroup

Inspection report for early years provision

Unique Reference Number	509702
Inspection date	11 July 2007
Inspector	Sylvia Dindar
Setting Address	Methodist Church Hall, Stanley Road, Teddington, Middlesex, TW11 8TP
Telephone number	020 8943 4062
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Registered person	Teddington Methodist Playgroup & 'committee'
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?

Teddington Methodist Playgroup opened in 1969 and operates from the second hall of the Teddington Methodist Church Hall. It is a non profit making community group. A maximum of 24 children may attend the playgroup at any one time. The provision is open each weekday from 09.15 to 12.15 term times only. Children have access to a secure enclosed outdoor play area.

There are currently 43 children aged from two to under five years on roll. Of these, 27 children receive funding for early education. The playgroup supports children with learning difficulties and/or disabilities and is also able to support children who speak English as an additional language.

The nursery employs eight members of staff. Of these, five hold appropriate early years qualifications and one is working towards a qualification. The setting receives support from the Early Years Development Childcare Partnership, Richmond.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted as they are provided with a range of healthy foods and snacks. For example children are provided with a variety of fruit as well as wholemeal toast each day. A café style snack system means that children come to the snack table when they are ready and are able to sit with their friends. Children have a choice of milk or water to drink at this time. They are able to quench their thirst throughout the session as a jug of fresh drinking water and mugs are stored at a low level making it possible for children to help themselves. Parents are asked to provide written information about their children's individual dietary requirements and these are adhered to by staff. Which means that children are given food that is safe for them and which is in line with their parent's wishes.

Staff are good role models and carry out regular cleaning routines which means children play in an environment where the risk of cross infection is minimised. Children are learning to keep their environment clean. When they recognise their playhouse is dirty, caused by the recent downfall of rain, staff offer to provide them with soapy water and sponges and children zealously clean it inside and out. At snack time when food is dropped children are reminded to disregard it and throw it in the bin as it has germs on it. Washing dolls and their clothing becomes a planned play activity so children's learning is further reinforced.

A sick child policy is in place and shared with parents. This ensures that parents are made aware that the staff have a responsibility to protect all children's good health. A list of infectious diseases is displayed on the parent's boards so that parents are able to act responsibly should their child become ill. The children are appropriately cared for in the event of an accident and most staff have up to date training in administering first aid. Good quality documentation is maintained regarding the administration of medication and accidents, which supports children's well-being.

Staff are aware of the importance of fresh air and exercise. Children are keen to play outside because there is plenty to explore and interest them and play is free and unhindered. A wide range of free flow activities covering all areas of learning are made available so all children can take part in things that interest them. Children are keen to engage in physical play and are developing a sense of space. They learn to manoeuvre themselves around the environment avoiding obstacles in their way. They run around, play chase and hide from each other. More able children like to show their expertise and confidence in doing star jumps on the trampette, whilst less able children practise their balance and co-ordination supported by a member of staff. Children competently practise hopping and jumping as they play hopscotch or balance on stilts. When children feel the need to rest or have time out they are able to come indoors, help themselves to a snack and a drink and play quieter activities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The pre-school offers a warm and welcoming environment for children. Their work is displayed and the furniture and plentiful equipment is appropriate for the ages and stages of the children attending. Children freely access resources and play equipment from the activities that are out or confidently self select from the clearly labelled low level units increasing the children's choice and independence.

Daily risk assessments sheets are completed prior to the arrival of children to ensure that hazards are identified and minimised. Staff are vigilant about children's safety and are effectively deployed to ensure that ratios are maintained and ensuring that children are kept safe and secure. The procedures at each end of the session ensure that children can only go with home with their designated person. Children become aware of the dangers of fire as staff discuss this with them and regularly practise the evacuation procedure to ensure that children can be quickly and safely evacuated in an emergency.

Children are safeguarded as staff show a good understanding of the signs and symptoms of abuse. Key staff have recently attended a training session; this information has been cascaded to all staff. The child protection policy has been further developed and is in line with current legislation and has been shared with parents. Systems are in place to report any concerns to offer protection to children.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy attending the pre-school. They arrive happily and staff greet them warmly. Children separate from their carer with ease. They are pleased to see their friends and greet them on arrival. Staff give careful thought in planning and preparing a stimulating play environment. They ensure that children have access to a wide range of activities which they enjoy. The staff know the children well so provide a range of experiences which help them develop in all areas of their learning. Activities are freely chosen by the children who are encouraged to self select. However, staff fail to check that the battery driven toys are in working order, consequently when children try to play with them they have flat batteries and are of little play value. Staff are confident and know the value of free play, minimal structure is imposed by adults which means that children are interested and engaged in their activities. Allowances are made for younger children, for example, when a younger child decides he does not wish to join in with the story time the child is allowed to play in the home corner and gently reminded to play quietly so the other children can hear the story. Children enjoy water and sand play, arts and crafts dough and dressing up. They are suitably challenged and show concentration as a wide range of puzzles are provided. Staff have knowledge of the Birth to three matters framework and are able to explain how this can be developed alongside the early learning goals curriculum; however they do not yet show this in planning and the recording of younger children's records.

Nursery Education

The quality of teaching and learning is good. The managers and staff are very enthusiastic and they plan a well balanced curriculum which is clearly linked to the stepping stones of the early learning goals. Children are observed by staff during activities to assess their progress and this is recorded and used for the future planning of children's learning. Staff maintain a record of the children's progress through individual assessment books and these are shared with parents. Staff use effective teaching methods to help the children to make good progress, for example, open-ended questioning to encourage the children to think and help them develop a wider vocabulary.

Children are keen to learn and demonstrate curiosity, excitement and enthusiasm for learning as staff provide them with a wide range of resources and learning opportunities which means that children are well stimulated. Children are given autonomy to follow their interests and their own ideas. For example, a group of children huddle up in a corner and share ideas making

up games and negotiating roles. They find pleasure in being part of the group and work together and construct a tower. Some children enjoy solitary play, for example a child explores the discovery table, playing happily with the animals and beasts. He becomes absorbed as he pretends that they are fighting savagely. Although most of the outside play area is tarmac children particularly like the decaying log as they know it holds a range of insects and bugs for them to explore. They find creatures hidden under stones and are excited when they find woodlice, eggs and ants. They discover a stag beetle and watch in awe as it buries itself under the leaf mould. Staff are skilful and make the best of these incidental learning opportunities. They explain that they need to be gentle and take care of living things and not to frighten them. They remind them about the resources they have access to. They suggest that they might want to look at them through the magnifying glass or put them in a bug box with the idea of extending the children learning. Children are encouraged to talk about what they have found and say what is happening, encouraging them to find the words and language to express themselves. When children find worms, staff help them build a wormery and talk to them about what worms eat and gather leaves for them to eat, developing their knowledge and understanding of the world. Children begin to develop early maths skills as they measure and draw pictures of worms and talk about their size and shape.

Children become engrossed in painting activities. They are learning to share and take turns and are provided with a range of colours to mix together and learn how colours are made. They are able to use finger paints and enjoy spreading the paint on their paper, feeling the thick paint squelch through their fingers enjoying the texture and the therapeutic feeling it brings. Other children explore what happens when they add two colours and use marbles to move the paint around their paper designing their own patterns.

Children develop good social skills and are developing confidence. At snack time they sit with their friends and chat. They are keen to join in large group activities which they enjoy, for example, when a member of staff and a few children start an action song other children rush to be part of it knowing that this is a familiar routine and leads to circle and story time. Children have good self-esteem which is fostered well by staff that listen with interest to children and praise them. Children model respect and care shown by adults.

Children are developing their language skills as staff are skilful at drawing them into conversations and asking them open ended questions that make them think and respond. They thoroughly enjoy story time and are beginning to remember the words that they hear. Children are learning to recognise their names and link sounds to letters. They have lots of opportunities to practise their writing skills both outside and indoors. For example outside they write on chalk boards whilst inside they are able to access the writing area daily. They confidently practise writing their names and are beginning to form recognisable letters and the more able children can write their name fully and sound out the letters.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral and cultural development is fostered. Children respond well to staff and consequently learn in this nurturing environment. They are valued and respected as staff have an understanding of the children's individual care needs as they gather information from the parents. All children have equal access to toys and equipment suitable for their developmental needs. Children's behaviour is very good as children respond to staff who are good role models. Rules are few and are set around the safety care and well-being of everyone.

Their understanding of right and wrong is increased as they respond to gentle reminders to care for each other and the resources.

Children with learning and or disabilities are supported well, staff work well with parents and other agencies to provide children with individual support they need. Individual learning plans are developed this ensures that the needs of the children are met.

Children benefit because staff build positive relationships with parents who in return value the care the children receive in the playgroup. Parents find staff open, friendly and approachable. Parents are asked to provide information about their children for example on dietary needs such as allergies and cultural and religious requirements. This information is used to ensure that children get the care they need. Staff continue to make observations and share these with parents, both formally and informally on a day to day basis. Parents are invited into the group on a parent helper rota staff and are asked to share their expertise.

The partnership with parents of children who are in receipt of funded nursery education is good. Parents are given good information about the early learning goals and are consulted about what they know about their child. They receive information on what children are doing in pre-school however there is limited guidance about how children's learning can be supported and extended at home. Parents are fully informed about their child's development informally on a day to day basis and through more structured meetings through out the year when reports and development plans are shared.

Organisation

The organisation is good.

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

Children are well cared for by trained and experienced staff and systems are in place to ensure that all staff are suitably vetted and continue to learn and develop their expertise. They are well deployed and clear about their roles and responsibilities and ratios are maintained. Space and resources are very well organised and offer a wide range of play experiences for children which meet their individual needs.

Leadership and management is good. The committee employ two qualified supervisors who job share and who oversee the day to day running of the pre-school. They are able to provide cover in each others absence so children get continuity of care. Staff turn over is low and all staff and the management committee are committed to improving and providing good quality care and education for children. They regularly review what they are doing and involve parents in this process asking for their views. Clear systems are in place to observe and record what children do and this information is used to provide for the next stage in children.

Improvements since the last inspection

At the last care inspection the provider was requested to develop and amend a range of identified policies to ensure that they contained the appropriate information and that they took into account any changes in legislation. These included the Child Protection policy, Behaviour Management policy, Equal Opportunities. A full review took place and changes have been made, these reflect what happens in the setting and complies with legislation. The policies now underpin the groups good practice and support the care and education of children.

They were also requested to ensure that risks assessment are carried out regularly and to implement a procedure that incorporates recording safety checks. This has now been put in place and children are kept safe.

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 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):

- ensure that all equipment is in working order
- continue to develop Birth to three matters in planning and record keeping

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):

- further develop partnership with parents involving them in their children's learning
- ensure that all equipment is in working order as in care section above

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