

# Parkside Playgroup (St Stephens)

Inspection report for early years provision

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<b>Unique Reference Number</b>	116283
<b>Inspection date</b>	18 July 2007
<b>Inspector</b>	Sylvia Dindar
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<b>Registered person</b>	The Management Committee of Parkside Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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?

Parkside Playgroup has been in existence for over 40 years serving a large multi cultural community in the heart of Hounslow town. It operates from St. Stephen's church Hall. The group are registered to care for 26 children aged two - five years. There are currently 62 children on roll of which 35 are in receipt of nursery education funding. The group is open term time only each morning five days a week from 09:00 to 11:45 and on Tuesday and Thursday in the afternoon from 12:15 to 15:00. The group is able to support children with special educational needs and children who have English as an additional language. All the staff hold appropriate qualifications for their roles and responsibilities and a key worker system in operation.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children are cared for in a warm and clean environment. Staff are good role models and carry out regular cleaning duties. Children are learning good personal hygiene routines. For example,

children are beginning to spontaneously wash their hands after messy play unprompted by adults and then dispose of the paper towel in the bin provided. Staff ensure that tissue are available at a low level so older children help themselves when needed, whilst staff remind the younger children to find a tissue for their nose.

Children are provided with drinking water which they freely go to when thirsty. Systems are in place to ensure that those children who have allergies are well cared for and only eat food that is safe for them. All children are encouraged to eat a healthy diet as staff request that parents provide a piece of fruit each day to share with the other children, this brings in a variety of fruit which they enjoy. Children are provided with drinking water which they freely go to when thirsty. To further enhance the healthy eating message staff organise activities which stimulate discussion about which foods make children fit and healthy.

A sick child policy is in place and is shared with parents so that they understand the groups responsibility to protect all children's health and this limits cross infection. Children are well cared for when they have an accident as all staff have training in first aid. The first aid box is regularly checked to ensure it is well stocked and readily available. Systems are in place for the safe administration of medication and a number of staff are trained in the administering of adrenalin for those children who have severe allergies. Effective records are kept of medication and accidents. These are shared with parents so that they are able to continue to give appropriate care to their children.

Children are developing positive attitudes to exercise which they enjoy on a daily basis. They are provided with a range of activities through out the session which build and develop their muscles. For example they enjoy the climbing frame and most children manoeuvre confidently as they climb up, under and over it. Children are developing their co-ordination as they learn to scoot on push-along pedal bikes and kick balls. They have opportunities for balancing as an obstacle course is set up and contains a range of equipment which develops their sense of balance. They move around confidently are learning to avoid others developing their sense of spatial awareness.

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

The provision is good.

Children are cared for in an environment where space available is organised well to create a child friendly environment which enables the children to experience a good range of play opportunities in safe surroundings. Children move around freely and independently and choose from the activities and resources set out each day making decisions about their play and learning. There is sufficient suitable furniture and equipment available to meet the care needs of all children attending. These meet the needs of their ages and stages of development. Children enjoy using the toys available to them, which are clean, safe and suitable to use.

Staff monitor the arrival and departure of the children effectively, and the door is locked after parents leave. The premises and equipment have been thoroughly risk assessed by staff in order to provide child-friendly facilities. Staff have a good understanding of all safety issues and carry out daily checks on all areas and resources used by children. Staff maintain appropriate ratios, this ensures the children are closely supervised while enjoying their play and contributes to the children being cared for in a safe environment. Children learn to be aware of their own safety, as staff remind them, of the simple rules that keep them safe, such as not to run indoors or to climb up the back of the climbing frame. Children are safe in emergencies, as fire equipment is checked appropriately and evacuation procedures are practised regularly.

Children's welfare is protected as staff have a good understanding of their role in protecting children. Staff are aware of the setting's child protection policy and procedures, making sure the children's welfare is always a priority.

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

The provision is good.

Children enjoy their time at the pre-school most arrive happy and excited and are warmly greeted by their friends and staff. Staff know the children well and understand for what ever reason some children may find it difficult to detach from their parents. At these times staff show skill and sensitivity. The key worker offers a comforting cuddle and gentle re-assurance as they settle the child back into the group. This enables children to feel secure and gradually this builds their confidence enabling them to be involved in play.

Children are keen to commence their play and independently choose from the wide variety of activities on offer. Children are confident to ask for the things they want and enjoy good relationships with staff, sharing jokes and telling them about the things that are important to them. In return staff listen carefully to what children say and do. The staff are aware of the Birth to three matter framework however are not yet using this structure in their planning and observations. However all children are involved in activities that are appropriate for the age and stage of development.

### **Nursery Education**

The quality of teaching and learning is good and children are making steady progress towards the early learning goals. Staff jointly plan a varied and interesting range of activities ensuring all areas of the curriculum are covered. They gather information about children starting points and continue to observe what children can do and use this information to develop the next stage in their learning. However, systems for observations prove to be inconsistent, consequently, some children's profiles are not as detailed as others.

Children freely choose their play so consequently they are interested and motivated to learn and become independent learners. They concentrate well during routine activities, such as large group times showing a keenness to participate. Story times are exciting for children and staff engage children by showing enthusiasm and excitement portrayed through their body language and verbal expressions. Consequently children enjoy familiar stories such as 'We're going through the Jungle ' and respond confidently to the question 'what can you see?'. They smile and giggle as they are able to recall the story, making animal sounds and movements and anticipating what comes next. Children are further supported in their language development as staff engage them in conversations and ask questions that make them think. Children are beginning to recognise their names as they self register and also have to find their named place mat at snack time. For those children that are not ready for this stage, staff provide pictures to aid children understanding. They have lots of opportunities for mark making and practise writing their names. They begin to understand that writing has a purpose as they pretend to write list and start to write their names on their work.

Children are given good opportunities to practise their maths skills. They are developing their use of numbers for counting, for example at circle and snack time children are encouraged to count the children and most can count confidently up to ten. A maths area is set up and children play with puzzles containing numbers so that they learn to recognise numerals and shapes. A child is enjoying solitary play with a bead frame, showing concentration as she carefully counts

the beads as she move them along the bead frame. Staff plan activities in which children explore comparisons such as light and heavy and big and small as they play with the compare bears and play in the sand. Children are involved in activities where they are learning to recognise numerals. Staff have provided them with boxes which are numbered one to five and children practise counting objects to correspond with the numbers on the boxes re-enforcing the learning. Posters are displayed show written numerals on familiar objects such as buses and doors. These show children that numbers have a purpose.

Children use their imagination and develop their own play ideas. They enjoy dressing up and often engage each other in their role play. For example, one child dresses as a pirate and marches around the room with authority and purpose. A group of children copy the child movements, recognising the child to be the leader. They play well together negotiating roles and develop a game of baddies and goodies and they begin a game of hide and find. Children are provided with good props for play, for example, they dress up as a fairies move over to the construction area and makes a fairy wands out of construction shapes and then decides to modify and make a magic flower. Staff engage and develop children imagination, for example, a child introduces his imaginary horse to the member of staff, she asks its name and then offers the horse a plastic carrot, however the child refuses it stating that his horse only eats real carrots.

Children get the support they need and are appropriately challenged. Older children are learning to understand how to interpret plans to construct a particularly model. The practitioner encourages the children to look and identify the shapes and colour then count the required number of pieces. Through this activity children are showing good concentrating and are talking about what they are doing. They show good hand eye co-ordination as they learn to slot the pieces together. This activity is particularly popular as each child is able to produce something as all the pieces are easily to clipped together.

Children are learning to be independent they learn to dress and undress as they try on the dressing up clothes. They are encouraged to tidy up and to help give out the snacks at snack time. They are skilful at pouring themselves a drink from the water tower. Children are continually praised for their good efforts as a result children are developing confidence and good self esteem.

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

The provision is good.

Children's spiritual social moral and cultural needs are fostered. Children benefit from being cared for in an environment where activities and resources reflect a multi-cultural society. Staff are employed from a cross section of the local community, providing familiar role models for children. Staff gather detailed written information from parents about each child's individual needs. For example, the children's first language and their dietary and cultural needs. Staff then use this information to provide appropriate and individual care for children. For example when providing snacks or planning cooking activities. Resources are well thought out as the group provide an assortment of favourite books in dual language and labelling includes a range of languages as well as picture signs. So all children begin to realise that there are different ways of scribing and all have the opportunity to take part in activities and self select. This attitude ensures that all their needs are valued and respected.

The group employ a special educational needs co-ordinator who is confident and knowledgeable in her role. The setting works closely with parents and liaises well with other professionals to ensure that children get the support and resources to help them reach their full potential.

Children's behaviour is generally good. They are kind and considerate and understand the consistent boundaries and expectations which are in place to help keep them safe. Staff use effective strategies such as distraction, negotiation, and explanation successfully. Staff are good role models and children build good relationships with them. Consequently children look for their approval, respond well and want to please. Children are learning to take responsibility and are keen to help tidy up the toys. Staff make children feel important by identifying special jobs for them to do like getting the register or handing out the fruit at snack time. Consequently children have increasingly high levels of confidence and self-esteem and are regularly praised and encouraged by the staff.

Partnerships with parents and carers are good. Detailed information is sought from parents, to help provide consistency for the children. Good communication is encouraged between staff and parents and parents are welcomed into the setting. Staff allow time at the beginning and end of the session to give feedback to parents and to give them time to discuss their child. Regular consultations between parents and their child's key worker are arranged. This provides parents with appropriate information about their child's progress and gives them an opportunity to share information. Parents are given good information about the setting, including information about the early learning goals. Details of the curriculum are displayed on the parents' notice board. Newsletters help parents to know what activities their children are participating in. Parents are encouraged to take an active part in the pre-school through the committee and fund raising events. The setting has a complaints procedure in place and systems are in place to record any complaints in line with current legislation. This enables parent concerns to be resolved as soon as possible.

## **Organisation**

The organisation is good.

Children benefit from a well organised and stimulating environment. The room is organised so that children can move freely from one area to another. Staff regularly change the layout to maintain children's interest. It provides a warm and stimulating environment. Children can access resources easily because they are organised effectively. Low drawers are labelled with print and a picture to help children identify the contents easily.

Children benefit from being cared for by qualified and suitable staff. All staff have early years qualifications and have good understanding of the Early Year curriculum. They have attended a variety of relevant training and most have several years of experience of working with children. The pre-school has appropriate procedures for ensuring that staff are suitable to work with children however systems are not formalised and robust enough to ensure that staff are fit and in good health. Appropriate references are taken up which include enhanced disclosures from the Criminal Investigation Bureau. A thorough induction process is carried out so that students and new staff are fully aware of their roles and responsibilities. There is an annual appraisal system in place that identifies areas for development as well as celebrating staff strengths and achievements. Staff are deployed effectively and are careful to maintain supervision of all activities. Staff work well together as a team and students are very well supported and feel valued and included.

Children's welfare is enhanced through the keeping of all necessary records, policies and procedures. The policies and procedures are reflective of what happens in the setting and covers all areas of the provision. All necessary records are kept accurately. For example, the attendance register and visitors book are completed correctly. The pre-school has developed a complaints procedure and systems are in place to record any complaints.

Leadership and management is good. The committee employ a trained and knowledgeable supervisor to manage the day to day running of the setting and whose role it is to review and maintain the care and early years curriculum to ensure its continuing effectiveness. The staff team work very well together meet regularly to discuss the children's development and all take part in planning and evaluation. Staff are motivated and keen to provide good care and education for children because they feel that their contributions are valued. Staff appraisals are used to reflect on current practice and draw on the staff strengths and to plan for further development and enhance the group practice. Students and new staff gain confidence as they are well supported by all staff who share their expertise and value their contributions to the group. Staff are encouraged to present their ideas and responsibilities are delegated. They take part in reviewing the effectiveness of the provision and are keen to provide good quality care and education for children. Overall the provider meets the needs of the range of children for whom it provides.

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

At last Nursery education there were no significant weaknesses to report, but the group were asked to give consideration to increase the following;

the range of natural materials for regular exploration and investigation- Staff have now incorporated more investigative tools and resources into the daily activities for example children have plants displayed on a table and an interest table. They investigate how things grow, such as sunflowers and beans. They explore how patterns are formed when they look through prisms and what the world looks like when looking through a periscope.

At last care inspection there were no significant weaknesses to report, but the group were asked to give consideration to increase the following; find ways of developing outside play - this still remains and issue for the group as they have not been able to secure an outside area for their use. However children get lots of physical exercise and staff are keen to bring nature into the group for example a wormery and planting and growing of seeds and bulbs.

### **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):

- develop systems to ensure that the Birth to three matters framework is incorporated into the curriculum and that planning and record keeping reflect this
- develop a system to ensure that new and existing staff are in good health

### **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):

- improve the consistency of observation and record keeping

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](http://www.ofsted.gov.uk)