

Egerton Playgroup

Inspection report for early years provision

Unique Reference Number 315991

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Inspector Angela Rowley

Setting Address c/o Egerton CP School, Cox Green Road, Egerton, Bolton, Lancashire,
BL7 9RE

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Registered person Egerton Out of School Club Limited

Type of inspection Integrated

Type of care Full day care, Out of School 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 good.

WHAT SORT OF SETTING IS IT?

Egerton Playgroup and Out of School Club opened in 1998. It is situated in a single storey purpose built building adjoining Egerton Community Primary School in Bolton. It is run by a registered charity. A large play area, quiet room and wet play area are available and children have access to the school grounds for outdoor play. In addition the school hall is used for the out of school club and holiday care.

The playgroup operates during term time offering sessional or full day care on Monday, Wednesday, Thursday and Friday from 09.15 to 15.15. The before and after school club opens each weekday from 07.30 to 09.00 and 15.30 to 18.00. The holiday club opens Monday to Friday from 08.00 to 18.00.

There are currently 44 children on roll in the playgroup including 24 who receive nursery education funding. There are 71 children on roll in the Out Of School Club. This includes children aged over eight years. Children attend a variety of sessions.

Twelve staff work with the children in the playgroup and out of school club. Almost all hold suitable qualifications. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well nourished. Preschool children independently access a choice of drinks and healthy items to eat and children attending out of school club are provided with a wide range of breakfast options and healthy snacks to support the 'Healthy School' status achieved by the school. Snack time is a positive social occasion as children relax with a group of friends. Discussions with parents establish children's dietary needs and these are clearly recorded to ensure individual needs are met.

Regular routines are established around personal care and children independently wash their hands at key times. Staff follow clear procedures for ensuring that toys and equipment are kept clean. High numbers of staff along with effective procedures, such as carrying portable first aid equipment during outside play, ensures that children are well cared for if they have an accident. Children receive medication in line with parental requests, although the supporting documentation is insufficient.

Children are developing their physical skills through outdoor play and planned movement sessions. Unperturbed by the weather conditions, all children benefit from fresh air and vigorous exercise on the playground each day. Sufficient opportunities are provided to help children develop their large motor skills. They balance carefully on the floor beam and with assistance manage the stepping stones. They throw, kick and bat balls with confidence and run quickly to retrieve them. Children have fewer opportunities to ride wheeled toys and experience outdoor play as an extension to indoor activities. The opportunities provided for them to develop their fine motor skills are good. Children use small tools and equipment confidently and pour their own juice with skill. Their awareness of a healthy lifestyle is effectively encouraged when children are taken for walks in the local community and take part in 'walk to school week' and sports day activities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, safe and secure environment where risks are effectively identified and minimised. The self contained unit is well furnished and decorated and provides a welcome for children and parents alike through the attractive display of information and artwork. Space is effectively arranged to allow freedom of movement. Children's independence is fostered as they are able to access the bathroom facilities immediately off the main hall. They access a good range of attractive and safe resources, some of which are freely accessible to them and enables them to make choices and extend their thinking.

Staff's good awareness and practise of procedures ensures that children are kept safe. They are vigilant registering the children and undertake regular headcounts. They use passwords for the collection of children and use the secure intercom system on the door before allowing visitors entry. Effective use of visitors, such as fire and community police officers reinforce the children's understanding of staying safe.

Children are suitably protected. Key staff have accessed current safeguarding training and know the procedures to follow in the event of concerns. A clear policy is in place in line with local procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at nursery and are eager to participate in a good range of opportunities for play and learning. A clear key working system with consistent and supportive staff enables children to settle quickly as they develop confidence in their relationships. Staff know the children very well. They are clear about children's individual needs. Clear and effective communication ensures that information regarding children is shared between staff and with school.

Detailed planning of children's experiences are based directly on the Foundation Stage curriculum with clear links to the 'Birth to three matters' framework for the youngest children. Individual key workers observe and evaluate what children know and can do, although this information does not as effectively feed into the planning for their learning. Some activities include the use of natural and interesting materials which stimulate the senses, for example, scooping jelly into containers and making patterns in shaving foam.

Children attending out of school care enjoy other developmentally appropriate activities linked to their interests. They play pool and computer games and enjoy a range of planned craft activities. Their experiences are extended in school holidays when they go on a range of outings.

Nursery Education.

The quality of teaching and learning is good overall. A clear planning system ensures that children are provided with a good range of experiences and activities with a purpose. Continuous provision and other activity planning covers all areas of learning, although children receive fewer opportunities to extend their large motor skills. Staff understand the focus of the activities they deliver and use the differentiation in the plans to ensure that activities take place in response to individual learning needs.

Children have a positive attitude to learning and acquire new knowledge and skills as they join in a broad range of activities. They concentrate well during group sessions and show good anticipation, for example, of what comes next in the story. They join in with the parts they are familiar with and confidently answer questions afterwards. Many children are able to count to ten and beyond aided by staff's everyday practice, such as doing the headcount. They are beginning to recognise their own names on their trays and more able children attempt to form some of the letters in their names. However, children have few opportunities to make marks and record for a purpose within their everyday activities.

Children are independent in their self-care. They independently go to wash their hands after jelly play and they find and put on their own coats for outdoor play. The effective organisation of the environment encourages independent thinking as children are able to access the drinks dispenser when they are thirsty and they access their own tray to put their pictures in. Children are developing social confidence as they stand to take part in 'role and rhyme' sessions in front of the group, with the close support of staff. They play imaginatively with the small world toys and make their own pretend play. They enjoy play with musical instruments and listen carefully to the rhythm patterns in their name.

Helping children make a positive contribution

The provision is good.

All children are warmly welcomed into the setting and are greeted individually as they arrive which makes them feel special. After school children are asked about how their day has been as they arrive. Shared information from parents when children first join the setting, establishes individual needs and enables appropriate care to be given. Clear procedures are followed to support children with learning difficulties and the setting works closely with school and other agencies in planning how to meet individual learning needs. Children are developing a positive attitude to the wider world through the use of a variety of resources and activities. They spend time preparing for celebrations, such as Harvest, Diwali and Christmas.

Children are very well behaved and respond to the clear and consistent strategies that staff use. They anticipate what comes next because they are familiar with the consistent routines. Children play co-operatively and take responsibility for themselves and others in the group reminding each other about expected codes of behaviour, such as taking turns and tidying away. Older children assist the youngest. Children's spiritual, moral, social and cultural development is fostered.

The partnerships with parents and carers of children receiving nursery education is good overall. Parents are provided with clear information about how the setting operates through a setting brochure and attractive displays on entrance to the setting. Some good methods are used to help parents be involved in their child's learning. For example, newsletters are sent home each term giving information about the theme of activities and ways in which parents can contribute. Book sharing also takes place to encourage parents to read stories with children. Parents are able to speak with staff freely about their children and are invited to a parents evening before children leave for school. There are less planned opportunities for parents to be involved in the assessment and planning for children's next steps throughout their time at nursery.

All parents receive regular information about planned events, such as outings and visitors to the nursery. They are invited to open days, are asked for comments about the service and have access to a range of policies and procedures, including how to make a complaint.

Organisation

The organisation is satisfactory.

Most of the required documentation which contributes to children's health safety and well-being is in place, although there are omissions which hinder the safe and effective management of the provision. Whilst the practise of administering medicine is clear and accurate, staff do not record the details of what they have given to children to support the written request information from parents, which is a breach of regulation. Also whilst parents have access to a clear complaints procedure, which has not had to be used, the manager has not kept up to date with changes to regulations and is unaware of the requirement to provide a complaints record to parents on request. Clear recruitment and vetting procedures are in place to determine the suitability of staff members and the safety of the children. Good staffing ratios along with a high number of qualified and experienced staff within the setting ensure that in practice children are very well supported.

The leadership and management of funded nursery education is good. Children enjoy and achieve well because the setting retains and develops a mostly consistent staff team who are committed to providing good quality learning opportunities. The provision is led by an

experienced practitioner who has a positive attitude to staff development, including the use of appraisal to inform training needs. Regular staff meetings and monitoring of planning ensure consistency is maintained. The manager of the provision works within the setting and observes and monitors children's progress directly to ensure that the quality of teaching is impacting on children's learning. Good links with external agencies are also used for support and development.

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

Improvements since the last inspection

At the last inspection it was recommended that the provider review the child protection policy to ensure it complies with current legislation and to review the organisation of the home corner. To improve the quality of nursery education the provider was asked to consider providing more climbing opportunities for children and a more inviting book corner.

The provider has sufficiently addressed all the issues. Child protection procedures are now implemented in line with local guidance which protects children's welfare and the role play area is continually changed in an attempt to keep children interested. Some basic equipment has been obtained which gives children an opportunity to balance, although opportunities for children to develop their large motor skills remains a recommendation of this inspection. The book corner is accessed by children who are attracted to the comfortable seating and the nicely displayed books.

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 complaint 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):

- continue to develop ways of using observations and assessments of what children can do to inform planning for future learning (also applies to funded nursery education)
- further develop record keeping in line with current regulations by keeping written information about medication administered to children and by providing a summary record of complaints to parents who request it.

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 increase children's opportunities to develop their large motor skills and to record for a purpose in everyday situations
- further enhance children's learning by involving parents more in the assessment process and planning future learning priorities.

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