

Sunshine Playgroup

Inspection report for early years provision

Unique Reference Number 316436
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Inspector Marina Anna Howarth

Setting Address 59 Hare Street, Rochdale, Lancashire, OL11 1JT

Telephone number 01706 860 151
E-mail deeplish@talk21.com
Registered person Sunshine Playgroup
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?

Sunshine Playgroup opened in 1993. It currently operates from a purpose built, single storey Sure Start Centre within a residential area close to Milkstone Road in Rochdale. The group have access to one large playroom and additional smaller rooms for alternative activities. A maximum of 24 children may attend the playgroup at any one time. The group is open each weekday from 09:00 to 12:00 term time only. Children have access to a designated outdoor play area which is secure.

There are currently 25 children aged from two to under five years on roll. Of these 13 children receive funding for nursery education. Children attend from the immediate catchment area. Most children attending speak English as an additional language. There are no children who have learning difficulties or disabilities at this time.

The playgroup employs three staff. All including the manger hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are developing an understanding of good hygiene practices and they benefit from being cared for in well maintained premises. Children learn about the importance of good personal hygiene through consistent routines. For example, staff explain the importance of washing away the germs from their hands and pictures and words provide visual aids in the bathroom area to further promote hand washing. Children are consistently encouraged to use tissues to wipe their nose and good practices for dental hygiene are encouraged by staff and the community dental team.

Children are protected in the event of accidents because many of the staff are trained in first aid. All the required documentation to promote their health and well-being is in place. For example, accident and medication records contain the relevant information and parental consent has been obtained for the seeking of emergency medical treatment or advice. Effective sickness policies and procedures are in place to help stop the spread of infection between children.

Children are well nourished and thrive, as they are provided with healthy, nutritious snacks. These comprise of raw vegetables, bread sticks, fresh fruit and yoghurts. They are developing their awareness of healthy eating as staff offer explanations as to which foods are healthy. Children have been involved in a creative activity where they have made pictures of healthy foods and there is a daily menu displayed which is discussed with them. Staff ensure children's individual dietary needs are met through obtaining the relevant information from the parents. The setting has been recognised for ensuring that children have a healthy diet by receiving the Rochdale Early Years 'Golden Grin' award. Children are refreshed as they are able to access fresh drinking water from a pump dispenser throughout the session. However, effective procedures were not in place on the day of the inspection to maintain hygiene with regard to drinking vessels.

Children benefit from daily opportunities to promote their physical well-being. For example, they have access to an enclosed play area where a variety of equipment is set out and rotated on a daily basis. They learn to balance and climb using large equipment and negotiate wheeled toys around. They also participate in well planned group activities, such as circle games. They have opportunities to explore the local environment by visiting the garden centre and going on nature walks. However, there are limited opportunities to explore different weather conditions.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, well maintained and very child-centred environment. Displays of children's work are bright and attractive which helps to develop children's sense of belonging and to create a very welcoming setting to both children and parents. Children are able to move around safely as the staff have organised the room to provide different areas for the children to play, such as the quiet area, the role play area and the creative area. Thorough risk assessments are in place and completed daily and staff are particularly vigilant to ensure that children are protected through good supervision when they are playing in the outdoor area.

Children are developing an understanding of their own personal safety through topics and activities and their discussions with the staff. For example, they are encouraged not to run whilst they are inside and staff give gentle reminders to them as they play, such as being careful not to slip on sand which has spilt on the floor.

Toys and equipment are of good quality and conform to required safety standards and are checked regularly for their safety and suitability. This ensures that children have a good selection of toys and equipment to choose from that are of a consistently high standard.

Children are protected well because all staff have a clear understanding of their roles and responsibilities within child protection. A nominated member of staff takes responsibility for the handling of concerns and staff understand about monitoring children that they have concerns about. All the required documentation which follows the Local Safeguarding Children Board procedures is in place and is available on the parents' notice board.

Helping children achieve well and enjoy what they do

The provision is good.

Children's independence is promoted through a variety of opportunities. They move around the environment freely accessing toys and equipment. For example, children access torches and there are sounds of laughter as they enjoying flashing the lights around the room. All toys and resources are clearly labelled and located at low level to encourage children's growing independence.

Children happily greet the staff on arrival and join a group activity or choose their own game. They are relaxed and confident in the caring environment. Staff are particularly sensitive to the individual needs of less confident children who are offered appropriate support to ensure they are happy and secure within the group. Children have developed good relationships with the staff and each other. This is due to the good ratios of adults and consistency of care maintained. Staff interact well with the children and support their care, learning and play needs. The sessions include a good balance of quiet, active, indoor and outdoor play experiences. However, there are limited opportunities to play outside in different weather conditions. Children are motivated and interested in their play and are developing well through the provision of a broad range of planned activities and opportunities.

Nursery Education

The quality of teaching and learning is good. The staff have a secure knowledge and understanding of the Foundation Stage and how children learn. A variety of teaching styles are used and children have opportunities to work on a one-to-one basis with a member of staff or in small or large groups. They also have the opportunity to lead their own play. As a result, children are motivated and interested in their play and learning. The activities and experiences provided for the children effectively cover the six areas of learning. However, the planning does not currently reflect what happens in practice.

Children are developing a good understanding that print carries meaning and are given interesting opportunities to develop early writing skills as a good assortment of mark making resources are easily accessible to them. Children are making good progress in learning letter sounds when they sing rhymes and write letters. However, during the inspection there were limited opportunities for them to explore books as they were not always promoted by staff.

Children show an awareness of and take interest in numbers. They count, match, compare and learn sequence through a variety of activities. They access calculators where they copy the numbers from their screen onto paper. They identify different number digits and calculate how many numbers they have created on their screen. Children are given opportunities to use and recognise numerals in everyday situations. Counting posters are displayed for them to see.

Children explore and investigate a range of resources and materials. They use a variety of electronic toys and equipment in their play, including a computer, magnets and torches. Children discover that when they point the torch to the ceiling light, the torch light disappears. They enjoy watching the light reflect on different surfaces. Children are showing an increasing awareness of change. They talk about changes in the weather stating 'today it is not raining, it is frosty'. They discuss the days of the week and are familiar with the session's routine through discussions and simple pictures of sequence.

Children use a range of tools to develop their fine motor skills, such as using pastry cutters and rolling pins when playing in the play dough, or using pencils and the computer. They play with a range of large equipment outdoors to develop their physical skills. They are able to negotiate space well when sitting down at circle time and carefully pedal bikes backwards and forwards when playing outside, taking care not to bump into anyone. Overall, children make good progress through the stepping stones given their capabilities and starting points.

Helping children make a positive contribution

The provision is good.

Children are respected and valued as individuals by a staff team who place great emphasis on children's emotional well-being. The staff team work effectively and successfully with parents and other professionals to ensure each child's individual needs are met, which enables them to play an active part in the setting. Children with additional needs, language or communication difficulties are particularly well supported while being cared for in a caring and nurturing environment.

The children are made to feel welcome to the setting where they are happy and secure and make a positive contribution. They are actively encouraged by staff to develop a positive attitude to others and the wider world and community through the celebration of different festivals and activities and resources which depict positive images of race, gender and disability. Children's individual needs are well met. Their behaviour is good and they respond well to the continual positive praise and encouragement from staff. For example, there are reward systems in place where children receive stickers and certificates for any positive contribution they have made. Staff ensure that the behaviour management policy is reflected in practice and is discussed and understood by parents. As a result, there is continuity of care through the clear, consistent boundaries in place. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is good. Parents are positively welcomed into the group and greeted warmly on arrival. There is a wealth of information available to them on the parents' notice board about what is on offer at the setting and through regular news letters. Parents are invited to attend an open day prior to their children being admitted. During this meeting the setting's policies and procedures are discussed and the range of activities provided. This gives information about the Foundation Stage and the six areas of learning. It also enables parents to present questions and to complete an information booklet about their child. Parents

can discuss any issues when necessary as the setting has an open door policy. In addition there are meetings held twice a year where they are invited to discuss their child's profile.

Organisation

The organisation is good.

Children benefit from knowledgeable, qualified staff who are committed to attending further training. All staff, including students, are aware of their roles and responsibilities and effectively implement routines to give children a wide range of experiences. All staff have a strong understanding of the policies and procedures that are in place to protect children and keep them safe and healthy. All the legally required documentation is in place and meets the requirements of the National Standards. The size of the group and the adult-child ratios positively support children's care, learning and play. For example, additional staff are available daily to support the staff team or children with additional needs when required.

The leadership and management of nursery education is good. There are systems in place to support the staff in their professional training and development. For example, staff regularly attend short courses throughout the year to develop their skills and knowledge. The staff team evaluate and appraise their daily practice with the children which means that the care and education offered is continually being monitored and reviewed. For example, they have completed their own self-evaluation form and identified under each outcome what they need to improve. An action plan has been put in place. The majority of the points and issues raised have already been completed and achievable dates have been set for the others.

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 the provider was requested to ensure staff are made familiar with the location of documents. They were also requested to develop a suitable lost child policy and ensure this and the child protection policy is understood by staff. All staff are now familiar with where documentation is located and are familiar with all the setting's policies and procedures which are reviewed on a regular basis.

The provider was also requested to review the organisation of snack times to provide children with more opportunities to develop their independence and self help skills. A water dispenser is now accessible to the children at all times. The snack time was reviewed and changed but unfortunately was not successful and is currently being reviewed again to encourage children's independence.

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.

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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):

- improve hygiene procedures with regard to children accessing drinking water
- provide more opportunities for children to access outdoor area in different weather conditions

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):

- review the organisation of books to ensure that children have access at all times
- demonstrate how all areas of the early learning goals are covered in planning documentation

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