

The Village Playgroup

Inspection report for early years provision

Unique Reference Number	400340
Inspection date	19 September 2007
Inspector	Katy Elizabeth Wynn
Setting Address	The Village Hall, Sicklinghall, Wetherby, North Yorkshire, LS22 4AU
Telephone number	07799357611
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Registered person	The Village 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?

The Village Playgroup, Sicklinghall opened in 1981 and operates from a village hall in a rural village on the outskirts of Wetherby, in North Yorkshire. It has use of a large hall with toilet and kitchen facilities and direct access to an outdoor area which has both hard and soft surfaces. The playgroup serves the local village and surrounding areas.

There are currently 28 children aged from two to five years on roll. This includes nine children in receipt of educational funding. Children attend for a variety of sessions. The playgroup opens on a Monday, Tuesday, Wednesday, Thursday and Friday morning from 09.15 to 12.15 during term time only.

The playgroup leader has an early years qualification and has overall responsibility for the day to day educational programme. She is supported by a deputy who is in the process of completing a Level 3 early years qualification and additional staff who are currently unqualified and parents on a rota basis.

The playgroup receives support from a Local Authority Early Years Advisor.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from eating very healthy snacks, including plenty of fresh fruit and savoury items. They learn about healthy eating, as they discuss which foods are good for them and take part in the regular baking sessions. They take plenty of fluids, as staff encourage them to drink water or milk at snack, and fresh drinking water is always available to them in their labelled bottles. Special dietary needs are noted and met. Children enjoy daily physical exercise and good opportunities to experience fresh air. They play in the outdoor area excitedly, where they run freely or take part in team games. They ride wheeled toys, or in the hall they develop their gross motor skills when climbing the apparatus. In addition, they sometimes enjoy walks through the village.

Children are very well protected from infection. They play in clean and tidy surroundings and staff are vigilant in keeping the indoor areas clean throughout sessions. Tables are disinfected before being used for food and children use plastic bowls for their snack. They learn good hygiene routines, washing their hands appropriately before they eat. They use liquid soap and paper towels to prevent the spread of infection. Older children understand why they follow hygiene procedures. Children's care is good when they are unwell or injured. Two members of staff have current first aid qualifications and records of accidents and medication are comprehensive and shared appropriately with parents.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a very clean and well maintained environment which is effectively organised to enable them to move around freely and safely. All toys and equipment are maintained in a good condition and provide a level of challenge appropriate to the children's age and stage of development. There are good procedures in place when visitors attend the provision. A visitors register is provided and staff ensure visitors sign in, ensuring children are protected.

Children are kept safe in most areas because staff have a thorough awareness of health and safety issues and they benefit from appropriate safety measures, for example the outside play area is checked before they have access to it and the entrance is locked when the session is in progress. The outside area is very spacious and visibility of some areas is difficult, therefore staff can not fully supervise this area. There are appropriate procedures in place to protect children when they are collected at the end of the session as staff hold details of all authorised people. Details of the hours children attend are accurately maintained to ensure children's welfare is safeguarded. Fire evacuation procedures are displayed and are practised sufficiently to ensure children know what to do. Children have a good understanding about safety in the setting, which is developed through good explanations from staff, for example, they talk to children about not running whilst indoors to prevent someone tripping over, or why they should use the climbing frame safely.

Children are well protected from possible abuse or neglect. Staff have a good understanding of the procedures to follow with any concerns as they have attended relevant training. They are fully aware of the types of abuse and signs to look for. They share this information with

parents. The policy is clear about individuals' responsibilities and includes the reporting of concerns in the event that an allegation is made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children play in a calm and relaxed environment, where they settle quickly and enjoy a good variety of activities. They concentrate very well during free play and in some whole group activities, and they remain purposefully engaged in their play throughout sessions. Children display high levels of independence, as they choose between resources and frequently organise their own play. Time is used well to provide a good balance of free choice and structured activities, such as story time and circle time.

Nursery Education

The quality of teaching and learning is good. The new manager has made a very good start in implementing systems for planning topics and activities, covering all areas of the curriculum and ensuring the children make good progress. She has introduced assessment systems, which have begun to track children's progress towards the early learning goals, using observations and photographic evidence. However, these systems do not effectively plan for children's next steps and the focused activities do not always differentiate between different abilities and understanding. Staff are familiar with the curriculum and interact effectively with children to promote their development. For example, children discuss during a baking activity what happens to the bread when it is cooking, successfully challenging their thinking and consolidating their learning.

Children enjoy a variety of creative activities, such as modelling with dough or gluing with different materials, drawing and painting. They sing familiar songs, enthusiastically joining in with the actions. They develop their physical skills, using small equipment, such as pens, brushes and scissors, with good control. They are challenged to develop control over their large movements, as they use the good range of climbing and balancing equipment in the hall and outside. Children learn about the natural world, as they walk through the village. They enjoy experimenting with water and sand, developing their motor skills as they use the small spades in the garden. They develop a sense of time, as staff remind them of the daily routine and tell them when it is time to tidy up or have their packed lunch.

Children speak confidently and audibly, asking questions and responding to questions at circle time. They recognise and attempt to write their names, with appropriate adult support. They discuss letter sounds and shapes during activities. Children count in a range of daily activities, such as counting the spoonfuls of flour for the baking activity. They use a range of media, for example, telephones, tape player and calculators. They compare and combine groups, discuss one more when building with the construction activities.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals. All children are welcomed into the group and encouraged to take part in activities, particularly those new to the setting. Staff plan a range of activities and use resources to promote a positive view of the wider world. This increases children's awareness of diversity and their understanding of others as they have the opportunity to explore a excellent variety of festivals and celebrations. Children designed candles for Diwali,

performed the Dragon Dance with their stunning red dragon to celebrate Chinese New Year. Children's spiritual, moral, social and cultural development is fostered.

Children behave extremely well and are beginning to understand right and wrong, through consistent boundaries and age appropriate methods used by staff, for example, staff give children a gentle reminder about sharing and taking turns, which includes an explanation. Children are rewarded for their achievement, for example, by lots of praise. Children respond positively and this helps develop their self-esteem and confidence.

Partnership with parents and carers is good and sensitive settling in arrangements help children, parents and staff to get to know each other. Children benefit from effective information sharing with parents through daily verbal feedback and information displayed on the notice board. Parents receive a detailed information booklet about the provision and this includes information about the policies and procedures. When their child is approaching three, the parents are given an informative booklet on the Foundation Stage. Staff actively seek parental views and opinions about the setting and on a regular basis whilst the child attends. These are valued, respected and acted upon. Staff ensure that parents are aware of how their children are progressing and developing through regular discussion and periodic parent consultations.

Organisation

The organisation is good.

Children play and learn in a spacious, child-friendly environment, where they access a good range of resources and play opportunities. Sessions are very well organised and offer children a variety of experiences, which often challenge them appropriately. The premises are clean and children benefit from good hygiene practices within the setting. Children enjoy plenty of individual attention, as ratios are good and parents provide additional help. Their care is underpinned by all the required documentation, and policies and procedures have recently been updated. Records are shared appropriately with parents.

Leadership and management is good. The new manager has been appointed since the last inspection. She has received excellent support from the committee and the Local Authority, and she has made very good progress in establishing assessment and planning systems, so that children can access the curriculum. These improvements have accelerated children's progress through better organisation of time, resources and activities. Children's learning needs are met, as staff have good knowledge of the curriculum and a clear understanding of the learning intentions of some activities. There is a very good commitment from the staff team regarding training and this enhances the care provided.

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

Improvements since the last inspection

At the last day care inspection the setting was asked to ensure registers and visitors book show times of arrival and departure. Children, parents and staff are now fully safeguarded as registers and visitors book clearly show times of arrival and departure. They were also asked to improve routines for hand washing, children are now protected against the spread of infection and cross contamination as they use the sink in the main play area that has running water and they use anti-bacterial soap and paper towels.

At the last nursery education inspection the setting was asked to develop children's personal independence skills, they have done this through the self-service snack time, water bottles are available throughout the session enabling the children to take responsibility for their own needs. Children are also able to access the toilet area independently and wash their hands independently.

Finally at the last inspection the staff were asked to improve their understanding of learning difficulties and clear learning targets. The setting is currently not caring for any children with learning difficulties, however, to ensure they are ready to support a child that may start at the setting with learning difficulties the manager has taken the role of Special Educational Needs Coordinator (SENCO) and the staff are due to attend special needs training in October 2007.

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 children's safety in the outside area.

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 assessment systems and use this information to plan for children's individual learning needs and next steps.

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