

Drax Playgroup

Inspection report for early years provision

Unique Reference Number	400463
Inspection date	29 January 2008
Inspector	Maralyn Chiverton
Setting Address	The Village Hall, Drax, Selby, North Yorkshire, YO8 8NJ
Telephone number	01757 611046 07715 265591
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Registered person	Drax Playgroup
Type of inspection	Integrated
Type of care	Full day 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?

Drax Playgroup is managed by a voluntary management committee, made up of parents of children at the playgroup and members of the local community. It was registered in July 1992 to care for no more than 24 children aged two to five years. There are currently 26 children on roll, of whom 22 are in receipt of nursery education funding.

The provision operates from Drax Village Hall on the outskirts of Selby and serves families from the local community and surrounding areas. The playgroup is open for seven sessions a week, during term time only. Times of opening are 9.15 to 15.15 Monday, Wednesday and Friday and 9.15 to 11.45 on Tuesday. The playgroup has use of a large playroom and enclosed outdoor play area.

There are four members of staff who work directly with the children, three of whom hold appropriate childcare qualifications; the fourth member of staff is working towards an appropriate qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good hygiene through consistent daily routines. They are competent and consistent in their personal care and do not need reminding to wash their hands before snack time. Children's understanding of personal hygiene is well promoted through discussion and the use of stories which talk about germs as being nasty and making children ill. Children independently help themselves to water as well as a choice of fresh fruit. Snack times are relaxed and children enjoy talking to their friends. Practitioners use this time to promote children's understanding of healthy eating. For example, they discuss how eating lots of fruit helps children to grow big and strong.

Children are well protected from infection through the implementation of a clear, effective sickness policy which clearly states adherence to exclusion periods for communicable illnesses. Children's enjoyment of exercise and their physical development is well promoted through many opportunities for physical play indoors and outdoors. They confidently explore the outdoor environment and enjoy taking part in ring games and a planned obstacle course. Children recognise the changes that happen to their bodies after exercise through discussion. For example, they talk about feeling warm and having red faces.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from the high priority placed on their safety. They are kept very safe through the implementation of effective procedures in place to record their arrival and departure times as well as the recording of any visitors. The playgroup is well managed and effectively organised into areas of learning where children move around safely and freely. The very good use of staff, space, and resources allows children to independently choose from a broad range of toys and resources which are safe, suitable and developmentally appropriate. Toys and equipment are checked on a regular basis to ensure they are safe to play with. Any in need of replacement are purchased through a reputable company which complies with BS EN standards.

Children's personal safety is well promoted through their understanding of the reasons for participating in fire evacuation procedures, which are carried out in a calm and reassuring manner. They are reminded to sit on chairs properly and not to run inside as they can fall and hurt themselves or others. Children are kept safe on outings and when playing outdoors through the supervision and vigilance of all staff. They are kept free from harm through the comprehensive understanding of all staff with regard to their role and responsibility in safeguarding children.

Helping children achieve well and enjoy what they do

The provision is good.

Children show involvement and interest in their play and are proactive in deciding which direction they wish their play to go. They fully understand and enjoy the familiar routine for care, learning and play. Children benefit from a stimulating environment, which is well planned and organised into areas of play and learning. They respond well to effective questioning and appropriate challenges and their understanding of right and wrong is well promoted through discussion and explanation. Colourful posters are effectively used to promote children's understanding

of colour, shape, number and letters. Staff are well motivated, enthusiastic and enjoy what they do.

Nursery education

The quality of teaching and learning is good. The staff have a sound understanding of the Foundation Stage. They effectively use the guidance to plan the curriculum for children across all areas of learning. This includes providing a good range of continuous play provision, supported by planned focus activities. These take into account children's individual development and ensure staff challenge and support children according to their own needs. The staff ask children a good range of open-ended questions, which encourages children to use their initiative and develop their own ideas. Staff successfully identify and plan for children's next steps in learning through written observations and pieces of children's work. However, the pieces of work are not clearly linked to the early learning goals.

Children are independent learners. They show good levels of concentration, for example, when listening to stories. Children are well behaved and make good relationships with adults and their peer group. They play well independently and in small groups and are able to recognise their names and letter sounds. Children use mathematical language, learn about shape and size and are able to count to 10 and beyond. They are able to recognise numerals and the differences in shape and patterns which they match successfully.

Children learn about features of their environment through regular walks in the community. They are developing their designing and making skills, such as when joining and building, using a variety of construction materials. Children learn about other cultures through planned activities relating to festivals and through talking about other countries. They show an interest in what they see, touch and feel and are provided with good opportunities to explore musical instruments and to respond to action songs. They particularly enjoy using their imaginations in role play situations. For example, they become shopkeepers and hairdressers.

Helping children make a positive contribution

The provision is good.

All children are valued, respected and welcomed as individuals. They make a positive contribution and confidently express their ideas and listen to those of others. Children show a good sense of belonging and benefit from the effective promotion of equality of opportunity. This is fostered by staff's comprehensive understanding and implementation of well written, detailed policies and procedures. Children are well behaved and encouraged to take responsibility for their own behaviour through effective behaviour management strategies and methods. There are effective arrangements in place to care for children with learning difficulties or disabilities through access to an experienced, designated coordinator.

Children's spiritual, moral, social and cultural development is fostered. For example, they take turns, share, show concern and acceptance of the needs of others. Children develop a positive attitude and good understanding of diversity and the wider world through effective displays, positive resources and discussions. They benefit from close, caring relationships as well as lots of encouragement and support which significantly promotes their self-confidence. Staff place a strong emphasis on supporting children's individual needs through an effective key worker system and positive relationships.

Partnership with parents is good and contributes significantly to children's well-being. Parent notice boards, help to promote a clear understanding of the structure of the day. They feel welcomed and valued at the nursery and are provided with an information pack which includes the policies and procedures used to underpin the running of the provision. Information about the Foundation Stage is displayed and parents are encouraged to be involved with their child's learning through spending time in the setting and providing resources to link in with planned topics. They receive regular newsletters as well as formal and informal feedback on their child's progress. For example, they attend open days and are encouraged to look at their child's individual file.

Organisation

The organisation is good.

Children benefit from an environment which is stimulating and well organised. Effective use of space, resources and staff ensure children progress well in their learning. Children benefit from staff who are motivated, enthusiastic, and fully aware of their roles and responsibilities in promoting children's learning. The effective implementation of detailed, well-written policies and procedures contribute to children's welfare, care, learning and enjoyment. However, the confidentiality policy does not include information with regard to confidentiality and child protection concerns to ensure children are kept safe at all times. Children are kept free from risk of harm through a formal recruitment procedure and the comprehensive knowledge and understanding of staff with regard to the issues and procedures surrounding child protection.

Leadership and management is good. This has a positive impact on children's progress. The setting has a clear vision which steers the work of the provision and it is shared with all staff. The effective leadership and management of staff ensure their views and ideas are valued, respected and represented at team and committee meetings. The setting recognise that self-evaluation is the key to continuous improvement and use the information to monitor and assess the provision of nursery education. They identify their strengths and weaknesses as well as areas for improvement and act upon their evaluations to make improvements. They set clear, realistic targets and evaluate the impact on children's well-being and learning through the actions taken. The setting is fully committed to improving the provision it offers to promote and ensure an inclusive environment where every child matters.

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

Improvements since the last inspection

At the last care and education inspection the following recommendations were put in place to improve children's health and safety. They were to develop procedures for uncollected children and to ensure registers show accurate hours of attendance of each child. A further recommendation was to improve children's hand washing facilities.

The setting has taken very positive steps to improve children's health and safety. There is a written procedure for uncollected children and the register now shows the accurate hours of attendance of each child. Children's hand washing facilities have been further improved through the introduction of antibacterial dry soap which is easily accessible throughout the session.

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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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):

- review the confidentiality policy to include information with regard to confidentiality and child protection concerns to ensure children are kept safe at all times.

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 existing procedure for recording and monitoring children's progress to show more clearly how children's individual pieces of work link into the early learning goals.

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