

Park Community Childrens Group

Inspection report for early years provision

Unique Reference Number	EY270955
Inspection date	12 March 2008
Inspector	Elisabeth Wright
Setting Address	Park Community Childrens Group, Park CP School Robin Hoods Walk, Boston, Lincolnshire, PE21 9LQ
Telephone number	07906 747077
E-mail	
Registered person	Park Community Childrens Group
Type of inspection	Integrated
Type of care	Sessional 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 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?

Park Community Childrens Group is a committee run group which has been operating since 1976, moving to their current new premises in 2003. The group operates from a mobile building within the grounds of the Park Community school site. The building comprises two play rooms, toilet and kitchen facilities, an office, staff room and storage space. There is adjoining outdoor play space. The facility serves the local rural community.

The group may care for no more than 34 children from three years to under eight years at any one time, or 32 children from two years to under five years at any one time. There are currently 38 children on roll. This includes 28 children in receipt of nursery funding for 3 and 4-year-olds. The setting cares for children with learning difficulties and/or disabilities, and 13 children speak English as a second language.

During term times, the group is open for pre-school aged children from 09:00 to 11:30, and from 12:30 to 15:00 with an optional lunch club from 11:30 to 12:30. There is also an out of school facility which, during term time is open a for breakfast club from 07:45 to 08:45.

There are seven members of staff employed to work with the children, of these six staff hold relevant childcare qualifications and one is working towards this. Staff attend courses relevant to their work and development. The group is a member of the Pre-School Learning Alliance and is a registered charity.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from a healthy environment because robust routines and procedures are put in place by the setting to ensure that the premises are kept clean and hygienic in all areas. Staff demonstrate good practices, for example, they wear disposable gloves when changing nappies and wipe the changing mat with anti-bacterial cleanser to protect the children from cross-infection. Children's understanding of good hygiene and taking responsibility for their own hygiene is encouraged well through their daily routines, which are supported by explanations from the staff. For example, they sing a hand-washing song and talk about washing the germs away so their hands will be nice and clean. Children are well cared for in the event of an accident or medical emergency because the setting ensures that all staff have current, appropriate first aid training and is diligent in ensuring that consent for emergency medical treatment or advice is obtained from parents at registration. This is further supported by accurately kept documents for the recording of accidents and administration of medication, which are signed by the staff and parents.

Children benefit from the provision of healthy snacks in the setting, enjoying fruit and toast at snack time. Their independence is fostered as they are able to help prepare some of the snack themselves, for example, by spreading the toast and pouring drinks. The setting is intending to introduce a café system for the older group room, to further promote their independence and self-care skills. Parents are given information to support the provision of healthy packed lunches for those children who stay for lunch club. However, the organisation of lunch times means that children are able to access all the contents of their lunch boxes at the start of lunch and therefore not all children choose to eat the healthy options, which compromises their well-being.

Children are making good progress in their physical development because they are able to play outside in the fresh air and take exercise on most days. A well-resourced garden area enables them to develop large muscles and extend their physical skills through climbing, balancing and riding on wheeled toys and by controlling balls to throw, catch and kick. They enjoy their time playing in the sand pit where they learn to control a large digger to pick up the sand and enjoy making sounds in the music area. Growing and sensory areas in the garden provide them with stimulating experiences that support the development of positive attitudes to outside play and exercise. The setting is currently looking at ways that they can support children's choice between indoor and outdoor play.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's welfare is promoted because they benefit from being cared for in a safe, warm and welcoming environment. They have a sense of belonging because they are warmly greeted by staff on arrival and their self-esteem is promoted because the setting values their art work and displays it on the walls. The rooms are set out attractively, with children's favourite toys and

activities to help them to settle down quickly to play. There is sufficient furniture for children to rest, eat and play comfortably. Children's safety is promoted because resources are age-appropriate, clean and well-maintained. Good storage facilities enable the staff to keep the rooms free from clutter, therefore, children are able to move about freely, having access to both rooms for some periods of the day. They can easily access resources independently as these are displayed at the children's level, consequently, they are encouraged to make independent choices of what they would like to do.

Children are kept safe within the setting because staff are very vigilant in closely supervising them at all times. They ensure that the doors are kept locked and that anyone wishing to gain entry is suitably identified before gaining access. The setting has recently changed their registration system to reflect the children's specific times of arrival and departure in order to further enhance their safety. Risk assessments and daily checks are carried out to ensure that the children are protected, as hazards are identified and minimised.

Children's welfare is safeguarded because staff have a good knowledge of child protection procedures. They are aware of the indicators of child abuse, and the procedure to follow to report concerns.

Helping children achieve well and enjoy what they do

The provision is good.

The younger children's room is well organised. Children receive good support in their play and learning because staff have a secure knowledge of how children learn and develop and therefore provide appropriate play activities to support their needs. A wide range of resources are accessible during the session that children use enthusiastically, which fully supports their independence. Staff's good knowledge of the children allows them to engage meaningfully with them in their play, extending their thoughts and ideas through sensitive suggestion and questioning, for example, a member of staff engages with a child throwing a ball and asks, 'shall we roll the ball?', to develop coordination skills. Children are given space to explore and experiment; they squeeze paint between their fingers to feel the textures and staff join in asking how it feels, drawing their attention to how the colours change when they mix together. They use their knowledge of 'Birth to three matters' to inform their planning and practise so that children's individual needs are fully supported.

Nursery Education.

The quality of teaching and learning is good. Staff have a good knowledge of the Foundation Stage and stepping stones which they use to plan activities. Planning systems are extensive, based on topics with observations then made to identify children's next steps. Generally children's learning needs and interests are known to staff because they know the children well and use the knowledge gained from observations during their interaction with them, consequently, they make good progress towards the early learning goals. However, the individual needs of older or more able children are not always identified or acted upon, therefore, some children do not receive sufficient challenge. Staff use their knowledge and understanding of children's individual needs to greater effect during times when children are able to engage in activities which support their free-choice and independence. Consequently, children become motivated and involved in what they are doing, for example, two children sit threading pasta, taking time and care to thread accurately and concentrating on their task for a sustained period of time. However, during times when the children are in adult-led groups, for example, circle time, they are not all fully engaged, particularly children who have English as an additional

language and who do not benefit from aural learning. During free-play staff demonstrate a number of methods to engage and support the children's development, for example they ask them open-ended questions and encourage the children to think and find solutions for themselves, giving them time and space to develop their own thoughts and ideas.

Children engage enthusiastically with the activities provided, interacting with staff and each other during free-play. They are beginning to form strong attachments and relationships, looking out for their friends when they arrive and choosing to sit and play together socially. Children recognise their own names because staff ensure that they have ample opportunities to do so. For example, they self-register, choosing their names confidently when they arrive and sticking them on the apple tree board. Children have good access to a range of writing implements and paper which encourages them to experiment, as they make marks to represent objects and ideas. They interact well with staff and visiting adults, explaining what they are doing and why.

Staff use some mathematical language when in conversation with the children, consequently, they are developing their own use of mathematical language to describe shape, colour, number and position. They count confidently and sometimes engage in simple calculation of one number more or less. They learn about volume and weight through activities with sand and water, comparing who has the most by feeling the weight of the container. Children make use of the two computers enthusiastically, moving the mouse around competently and negotiating their way through familiar games. They learn to programme and plan when using the Beebot. They learn about change and the passage of time through growing flowers, which they represent using photographs and art work, showing the various stages of growth. The setting supports a number of children who have English as an additional language and ensures that all children learn about a range of cultures and the wider world through topics and festivals. Resources illustrate a wide range of people in a positive way.

Children's imaginations develop well as they are given time and space to develop their ideas using a range of media. They take time and patience when choosing and mixing paint colours, showing fascination as they watch the colours change. Children in the role play area are highly involved in their play, making coffee and eating imaginary chocolate biscuits, discussing how to share them out fairly. They make music indoors and in the garden and are learning to differentiate between sounds through their experiments. They join in singing enthusiastically, following known actions and using facial expressions to represent feelings.

Helping children make a positive contribution

The provision is good.

All children are made welcome in the setting. Their individual development needs are well-supported because staff are proactive at gathering a wide range of information to enable them to provide appropriately for their care. They use a range of methods to support children who have English as an additional language, including use of dual-language books and photographs of children illustrating the setting's routines. Staff are aware of children's individual likes and dislikes and their favourite activities. Children with learning difficulties and/or disabilities are supported well in the setting because staff have good knowledge and experience of this area of childcare. They work in partnership with parents and other professionals to develop learning plans to support children's individual needs.

Generally children's behaviour in the setting is good, because staff intervene quickly in the case of minor disputes, taking time to explain and helping children to agree a course of action.

For example, when needing to share a toy they will agree to taking turns. Staff use praise and encouragement to reinforce positive behaviour. However, not all staff are skilled at managing behaviour and some situations are contained or avoided rather than being dealt with. For example, because some children were squirting water in the bathroom staff now put water in the sink for them, therefore, they do not learn how to use the taps appropriately and their independence skills are compromised. The setting has a helper system which allows older children to take responsibility for routines, for example, by serving the toast at snack time. Children show obvious pride when it is their turn to do so. Children's spiritual, moral, social and cultural development is fostered.

Children's care is enhanced by the high value the setting puts on building good relationships with parents. A good range of written and verbal communication benefits children by ensuring that their individual needs are effectively met. Staff are approachable and welcoming, keeping parents up to date about their child's progress in a professional and friendly manner. Parents preferences for the care their child receives are valued and respected by the setting to the benefit of the children in their care.

The partnership with parents and carers of children in receipt of funding for early education is good. Parents are given information about the educational programme and the activities planned to support this. The setting ensures that parents who have English as an additional language are given time and opportunities to ensure they are fully informed, for example, by organising a parents' evening with interpreter support. Children's individual records are available for parents to support daily, verbal feedback on their child's progress.

Organisation

The organisation is good.

Children's well-being is promoted because the setting has robust recruitment and vetting procedures, which ensure that they are cared for by adults who are suitable to do so. A thorough induction process enables new staff to gain a good understanding and knowledge of the setting and of the policies and procedures before they are given the responsibility of a key group. The key worker system enables children to feel secure in the setting and develop a sense of belonging and self-worth. All required documentation is kept securely, with due regard for confidentiality and is available for inspection.

The leadership and management of early education is satisfactory. Planning systems are extensive and complex, covering all six areas of development. Although staff carry out observations of the children, these are not formally identified into ongoing planning, therefore, some of the older or more able children do not always receive sufficient challenge. The setting is committed to improvement and self-evaluation, areas for development and actions are verbally discussed at staff meetings. The staff team and committee have a secure understanding of their roles and responsibilities. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting agreed to ensure that all structured activities for children allow them to develop creativity and imagination. Good progress has been made. Children engage freely with a range of creative media and demonstrate well-developed imaginations and creativity.

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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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):

- ensure that lunchtimes are organised to fully support children's access to a healthy and balanced diet
- develop staff skills with regard to behaviour management.

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):

- evaluate the organisation of the session with regard to group times to ensure that children's individual needs are fully supported, with particular regard to children with English as an additional language
- review planning systems to ensure that older and more able children receive sufficient challenge.

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