

Anglesey Playgroup Committee

Inspection report for early years provision

Unique Reference Number	229135
Inspection date	11 January 2008
Inspector	Diane Ashplant
Setting Address	Nursery Road, Hockley, Birmingham, West Midlands, B19 2YA
Telephone number	0121 464 4382
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Registered person	Anglesey 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?

Anglesey Playgroup opened in 1999 and is a committee-run provision. It operates from a separate self-contained building in the grounds of Anglesey Junior School in the Hockley area of Birmingham and serves children from the local area. All children have access to a secure outdoor play space.

The playgroup is registered to care for a maximum of 15 children at any one time and there are currently 28 children aged between three and four years on roll of whom all are in receipt of funding for early years education. The playgroup opens every week day during term-time and sessions are from 09.30 to 12.00 and from 13.00 to 15.30. Children attend for variety of sessions. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are two members of staff who work with the children of whom one holds an appropriate early years qualification and one is working towards this. The playgroup receives support from a teacher mentor from the early years services.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children move with confidence around the room and their health is well promoted through different opportunities for physical play both inside and outside. For example, they join in action songs and play with the soft play equipment where they learn to balance, climb and jump and work together to assemble different structures. They enjoy playing outside where there is a wide range of activities, even accessing this when it is raining with the use of colourful umbrellas. Children are cared for in an environment where staff carry out daily routines to maintain reasonable standards of cleanliness such as using antibacterial spray for table tops and regular sweeping. Children themselves are encouraged to promote their own health through regular hygiene routines such as washing hands after toileting and before eating. They also learn about the importance of dental care as they examine a model of teeth and talk about the benefits of regular brushing and eating healthy foods. Children's health is well promoted in the event of an accident or illness as both staff hold current first aid certificates and have attended additional training such as asthma and allergy awareness so they are confident about managing certain health conditions.

Children's health is well promoted through a balanced diet of healthy snacks such as regular fresh fruit and vegetables. Both staff know how to store and prepare food safely as they have attended Food Hygiene training. Children learn about healthy eating through topic based activities such as shopping for food and preparing their own healthy sandwiches or making fresh fruit salad. Children are well hydrated as they have independent access to fresh water throughout the session and enjoy a range of different drinks at snack time such as milk and fruit juice. Children's dietary needs are discussed carefully at registration and any specific needs are displayed so that all staff are aware of these.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are welcomed into an inviting environment of which they have sole use which helps them to feel a sense of belonging. The building is self-contained and most hazards have been addressed in order to keep children safe such as secure access systems and well-supervised arrival and departure times. Staff conduct a daily visual risk assessment and remove or isolate damaged equipment. All policies and procedures are in place to keep children safe such as safe collection and regular fire drills and staff are fully aware of these. Children are beginning to learn about their own safety through discussion and activities such as around road safety although this is not always fully re-enforced by staff so that children can understand the implications of their actions. Children have access to a good range of resources to support their play and learning which are chosen with regard to safety and suitability, and are generally well maintained and accessible so that children can independently select their own play choices. However, storage generally is limited and children do sometimes access areas such as the office and bathroom where there is a lot of equipment which may pose a risk to their safety.

Children's welfare is safeguarded through staff's awareness of their role and responsibilities as regards child protection and the need to pass on concerns appropriately. This is shared effectively with parents through the policy documents and the registration form. Although the policy has been developed since the last inspection this does not include the most recent amendments as regards Local Safeguarding Children Board of which staff are not fully aware.

Helping children achieve well and enjoy what they do

The provision is good.

Children at the playgroup benefit from being part of a small group where staff get to know them well as individuals. They are welcomed into a well-organised room, attractively decorated with children's work, displays and posters which is divided into different areas well supported by a broad range of resources. Most children enter with anticipation and engage readily in the activities set out for them. They make good relationships with the staff who are attentive to them and support their play choices appropriately. Children respond to the routine well and are encouraged to direct their own play as there is a good balance of free play and more adult-led activities. Children enjoy exploring and experimenting with many different materials which develop their senses. For example, they look at themselves and others in a mirror and paint pictures and talk about difference or make collages with a range of different natural materials such as seeds and shells. Staff engage well with the children and join in their play sessions with enthusiasm such as at story and song time, talking regularly about what they are doing to inspire and develop their interest. Staff work together to plan an interesting programme which covers all areas of development and they regularly evaluate particular activities and monitor children's progress to make sure their programme is effective and engaging and developing the children according to their own abilities and preferences. Staff have also set up the outside area to mirror inside with many play opportunities and activities for children to enjoy.

Nursery Education.

The quality of teaching and learning is good. Staff show a real interest in the children and get to know them well which means they identify when to challenge or support each child according to their individual capabilities. They have a good understanding of the Foundation Stage and how young children learn, and are well supported in their planning and the latest child care developments through good connections with the local early years co-ordinator and nursery staff. The staff plan a varied programme which offers children a good range of play and learning opportunities which are presented in an interesting and exciting way and where staff instinctively build on children's own choices and preferences. Staff have efficient systems of monitoring children's progress through focusing both on individuals and group activities. Planned and spontaneous observations are incorporated into each child's progress record to show how they are developing and goals for extending their learning are identified. Staff interact and respond to children well and try to make sure all children feel valued and included even if they themselves choose not to be part of a group activity. For example, a new arrival who feels more comfortable sitting in the same place is regularly spoken to and offered different activities with staff providing both space and support appropriately. Staff use questions effectively to encourage children's interest and expand their vision. Staff engage with enthusiasm and make learning fun, for example, using resources such as puppets helps to encourage participation and develop communication.

Although several children are new to the setting most enter confidently and engage in their chosen task, often concentrating for some time. Children are getting to know the routine and most engage happily in group sessions or play on their own or with friends. Some children are confident talkers and naturally engage in talk with staff and their companions. Others are reluctant to speak, but are encouraged to engage by staff who are warm and responsive and use their own bi-lingual skills to support and explain to children in their own languages. Most children show an interest in books as they listen attentively to stories, follow remembered rhymes and songs and freely select their own books. They are given a range of opportunities to make marks as they shape letters in the sand or use a variety of resources such as pens, wax

crayons, chalk and stencils in the writing area and write letters and put them into envelopes. Examples of children's work are displayed around the walls or stored carefully in their own named drawer which gives them a sense of achievement. Children are learning to recognise their own names as they start to self-register and some also try and copy their own name on the board, identify their names at circle time and their own labelled cups. Children explore a range of senses as they taste and smell different foods and talk about how material like the cornflour feels and changes. They have many opportunities to express themselves through a range of different craft materials and a wide variety of unusual musical instruments and mirror adult roles as they role-play in the shop or on the work bench.

Children have a good range of resources to help them construct, match and identify different shapes. For example, one child matches pictures and dots while lining up cards and others work together as they assemble the different shaped soft play items to create a house and a bus. However, opportunities for children to use numbers throughout the daily routine are not properly maximised which limits their understanding and interest in counting as this is not generally re-enforced. Children are learning to respect each other as they learn to play together and share toys. Staff use appropriate strategies to help them try and resolve their own disputes, reminding them of how their actions make others feel. Children generally respond well to routine requests such as sitting at the table, listening at circle time and helping to tidy up. Some are beginning to develop independent skills as they freely access the toilet and try and put on and fasten their own coats. They talk about what to wear if the weather is bad and learn self-care skills as they discuss the importance of brushing their teeth. Children have opportunities to learn about their community and the wider world as they enjoy activities around different festivals. For example, they visit the local community to buy different fruit and vegetables from which they later create fruit salad or vegetable rice. They look at how things change as they examine the consistency of cornflour and remark that it 'melts like snow' and they learn about nature as they plant seeds and bulbs or look for bugs in the garden. Children are beginning to use different equipment such as the computer and various programmable toys and look at how things change in size through the magnifying glass. Children are encouraged to settle well and enjoy their time at the playgroup, playing and talking with their companions and staff and engaging in a variety of different activities.

Helping children make a positive contribution

The provision is good.

All children are welcomed into this bright and friendly playgroup by staff who meet them at the door. Although several of the children are new to the group most enter with confidence and happily engage in an activity of their choice as staff try and get to know the children before they start. For example, they provide a home visit so they can see the child and parent in a familiar setting. Here they spend time gaining information from parents as together they complete the entry profile form which helps identify children's individual characteristics such as what they like to play with. Children are respected as individuals and those with English as an additional language are supported by bi-lingual staff who easily move between languages to provide reassurance and explanation. The playgroup supports child-centred play so that children are able to make their own play choices from a wide range of resources including those which reflect different cultures and disability. This helps develop their knowledge of the wider world along with learning about different festivals such as Divali and Eid as they engage in activities and stories around these. Children with additional needs are well supported at this group as staff have well-established links with other support agencies and professionals so they can together work and support individual children appropriately. The manager has attended

specific training and is alert to difficulties a child may be having and liaises with parents to identify what help would be useful. Staff are familiar with doing observations and setting up individual play plans to ensure all children are supported and included appropriately, offering such assistance as visual time tables and signing.

Children's behaviour is good and they are getting to know the daily routine and respond effectively to the gentle guidelines from the staff. Group time is a chance to remind them of these and talk about feelings as they look at the different facial expressions on the wall. Staff use a lot of praise and encouragement which helps develop children's self-esteem so they settle in and feel valued; for example, they use an ink stamp to identify children's efforts which they are eager to receive. Staff also have effective strategies to try and distract or engage children in other tasks. Children are beginning to develop their social skills as they share toys and help tidy up. Children's spiritual, moral, social and cultural development is fostered.

Staff work well with parents so they are kept informed of their child's progress and share information about their learning. Parents are encouraged to stay in the playgroup while their children settle in. Staff try and visit the child at home before they start at the group which enables them to view them in a familiar environment and converse openly with parents. Parents receive lots of written information about the playgroup and regular newsletters and notice board displays keep them up-to-date with relevant information. Staff are approachable and friendly so that parents can always talk with them about their child and share any thoughts. Parents are invited to meetings where they can discuss their child's progress and view their records and the weekly programme is displayed so that parents know what their children are learning so they can link into this at home.

Partnership with parents and carers is good. Information about the Foundation Stage and how children learn is shared in the parent handbook and displayed in posters around the entrance hall. Parents are invited to an open day where they can discuss any queries with staff and view the video about the Foundation Stage. Regular newsletters explain topics and the learning objectives of these for children so parents are able to engage in their learning. They meet with staff every term to discuss their child's progress and are encouraged to view their records. There is also a Toy Library from which children take home toys or games. This helps parents and staff work together to enable children to settle and make progress.

Organisation

The organisation is satisfactory.

All children are welcomed into this nursery which is well organised by staff who work comfortably together to support both children and parents. The daily programme is effectively planned to provide a good range of play and learning opportunities to engage and extend the children. Staff have created a relaxed and stimulating environment for the children with their welcoming and positive attitude which makes children feel comfortable and eager to access the activities available. All appropriate recruitment and selection procedures are in place to ensure all those who work with the children are suitable to do so and most information is well recorded. Regular meetings and supervision and appraisal systems support effective communication and monitor practice. Staff show a good commitment to extending their knowledge and practice through attending a range of relevant training courses. Most of the paperwork for the safe and efficient management of the playgroup is in place and stored in the office on site. Policies and other relevant information is shared effectively with parents although some of these such as the safeguarding policy and complaints procedure are not fully up-to-date. Although there is a basic system for recording children's attendance in place this does not document their hours

of arrival and departure; neither is there a fully efficient record of staff and visitors attendance. Consequently this impacts on the effective management of the provision as staff are not fully aware of when children arrive and depart. Overall, the provision meets the needs of the range of children for whom it provides.

The leadership and management of nursery education is good. Staff have a good knowledge of the Foundation Stage and work well together to provide a welcoming and stimulating environment for children, using appropriate support to include all children. The staff provide a well-balanced curriculum which is regularly evaluated to ensure it interests and challenges individual children effectively and staff also consult with parents for their views on the education of their children. The playgroup staff have good links with a range of other early years professionals who support their planning and keep them up-to-date with recent child care developments, such as the Early Years Foundation Stage. Together they form a committed and enthusiastic team who work together to ensure children are happy and achieving.

Improvements since the last inspection

At the last inspection there were recommendations set in relation to staff deployment and their supervision of children, the recording of fire drills, extending play resources to include those which reflect disability and appropriate equipment to support children's hygiene routines. Fire drills are routinely recorded and now include reference to the weather and there is a suitable range of resources and posters reflecting positive images of disability. Children have use of soap, paper towels and a hand-drier to support their hand washing routines and can easily reach the toilet chain which encourages independent skills. The group currently comprises a small number of children who are appropriately supported by staff who provide a balance of supervision and free-play activities.

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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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):

- review the risk assessment to ensure hazards relating to the storage of equipment are minimised
- develop the child protection policy to reflect the changes as regards Local Safeguarding Children Board and update staff's knowledge in relation to this
- review the organisation of documentation, ensuring it contains all up-to-date information and develop the system for registering children and staff attendance, showing hours of attendance.

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 the opportunities for children to use numbers and calculation through the daily routine.

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