

# Rosehill Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	251616
<b>Inspection date</b>	14 September 2007
<b>Inspector</b>	Gill Thornton
<b>Setting Address</b>	St Bart's Church Hall, Newton Road,(South East), Ipswich, Suffolk, IP3 8HQ
<b>Telephone number</b>	077784 52890
<b>E-mail</b>	
<b>Registered person</b>	Rosehill Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Rosehill Playgroup is managed by a voluntary management committee made up of parents of children at the pre-school. It opened in 1970 and operates from two rooms in Saint Bartholomew's Church Hall in east Ipswich. A maximum of 24 children may attend the playgroup at any one time. The group is open each weekday from 09.15 to 11.45 and on Monday, Wednesday and Friday afternoons from 12.15 to 14.45. All children share access to a secure enclosed outdoor play area.

There are currently 83 children from aged two to five years on roll. Of these, 45 children receive funding for early education. Children come from the local catchment area. The playgroup currently supports a small number of children who speak English as an additional language.

The playgroup employs eight staff. Of these, three hold appropriate early years qualifications and three are working towards a recognised qualification. The playgroup receives support from the local authority and is a member of the Pre-school Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn to follow good health and hygiene practices from an early age through well-established routines. For example, they know to wash their hands before snack time and staff consistently reinforce the need to wash away any germs. Children receive appropriate care if they are ill or have an accident because staff are aware of children's individual health care needs and all the required documentation and consents are in place to support this. In addition, staff attend first aid training to ensure they are aware of the correct procedures to follow in the event of a medical emergency.

Children's dietary needs are met through the provision of healthy snacks that take account of their individual dietary requirements and preferences. The organisation of snack time enables children begin to take some responsibility for their own needs as they choose when to have their snack which features fresh fruit and vegetables. Healthy eating is consistently reinforced during their play, for example, during discussions about how milk makes them big and strong and that vegetables contain vitamins.

Children enjoy a broad range of physical play experiences that contribute to a healthy lifestyle. They have good opportunities to develop a positive attitude towards physical play both indoors and in the church garden. Children have access to a good range of physical play equipment and develop skills such as running, crawling, balancing, catching balls and pedalling bikes. They demonstrate increasing control while using equipment such as scissors, threading activities and a variety of mark-making tools to help them develop their hand to eye coordination.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a safe and secure environment where staff take sound steps to minimise risks to children. Staff carry out a daily safety checklist and they are vigilant in ensuring the premises are secure and that children leave with an authorised adult. Staff spend considerable time preparing the large hall before children arrive to ensure it is welcoming and well laid out so that children can move freely safely and safely between activities.

Staff make good use of opportunities to explain to children about keeping themselves safe, such as when practising fire drills or while using a knife to cut bread. Children follow clear safety rules when walking to the church garden and understand to hold onto the 'safety rope' while walking through the car park. Children are protected from harm as staff have good understanding of their role in safeguarding children. Relevant documentation is readily available which ensures correct procedures can be put into place should a concern arise. Children are cared for by adults who are vetted and have the relevant experience, knowledge and skills to ensure children's safety is promoted.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children generally settle well or are supported to do so by the caring and sensitive staff who show kindness and concern while helping children separate from their parents and carers. Most children show confidence as they move freely and independently around the large hall choosing

from the broad range of activities set out by staff. All children have frequent opportunities to investigate different material and textures, such as jelly or cooked pasta. Staff support children during their play to promote their natural curiosity, for example, sharing their enthusiasm while experimenting with a bag of flour.

Children enjoy whole group activities such as music sessions where they enthusiastically use instruments while joining in with tapes of their favourite songs. Staff are aware of the different needs of children aged under three and they are familiar with 'Birth to three matters' but they have not yet effectively implemented the framework in their practice to support the youngest children in the group.

## Nursery Education

The quality of teaching and learning is satisfactory. Staff have an appropriate understanding of the Foundation Stage and how children learn and use this knowledge to provide a broad range of activities and play opportunities. The level of challenge is sufficient to interest most children in the activities and enable them to make satisfactory progress. Planning is based on topics and balanced across the six areas of learning and identifies basic learning intentions based on appropriate stepping stones. However, planning does not include clear adaptation or grouping of children to ensure older or more able children are provided with sufficient challenge to help them make good progress.

Staff interact well with children during their play, listening and responding to their interests and acknowledging their choices. They use an appropriate range of teaching methods and make brief observations of children's play and learning which are entered in children's records of progress. However, the information gained from these is not effectively monitored or evaluated to identify children's next step in their learning, to inform future planning and to ensure activities build upon what children already know. Staff manage children and their behaviour well and they are effectively deployed throughout the session to support children's learning.

Most children enjoy their time at the playgroup and are generally confident to play independently or in small groups. Children have a positive approach to new experiences and they share their enthusiasm with their friends. They respond well to realistic adult expectations of acceptable behaviour and they understand the needs for simple rules. Children make positive relationships and show concern for others, for example, outside a child bumping into another and immediately apologising and asking if the other child was alright. Most older children are confident communicators and use language well to support their play. For example, while playing shops saying "What can I get you madam?" or apologising for "running out of carrots".

Children listen and respond with interest to stories and excitedly identify shapes during well organised whole group activities. They enjoy joining in with number rhymes such as 'Five in the bed' and older children respond to "how many are left?" Children sort objects by colour and size, however, activities are not always adapted to provide further mathematical challenge for more able children. Children investigate objects and materials using all their sense, such as when examining vegetables in the shop. Older children confidently talk about their play. For example, a child describes to a member of staff how her frog was eating popcorn, but this interest is not followed up to extend her learning. Children use everyday technology such as calculators and telephones during their play, they do not currently have access to a computer.

Children enjoy music and movement sessions, enthusiastically waving streamers in time to the music, while respecting the space of others. They explore what happens when they mix colours

while painting and they experiment with their own ideas while exploring a range of collage materials. Children engage in imaginative role play activities based on their own first hand experiences and they negotiate and act out roles together, for example, when taking turns to be the shop keeper and a customer.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are welcomed into the group and are valued by staff who respect their individual personalities, which helps them develop a sense of belonging. All children have equal access to toys and equipment which meet their individual needs, so they can become confident and independent. The group has appropriate procedures in place to support children with learning difficulties and/or disabilities and staff work in partnership with parents and other professionals to ensure children's individual needs are met. Appropriate procedures are in place to support children with English as an additional language and staff recognise the importance of providing parents with support through using the services of an interpreter.

Children's spiritual, moral, social and cultural development is fostered. They are polite and caring and are learning to understand right from wrong. Staff are good role models. Their calm and consistent manner and use of appropriate strategies help children understand the expected rules of behaviour. Children participate in festivals such as Christmas and Chinese New Year, however, activities to help children appreciate and value each others similarities and differences are not generally part the everyday curriculum.

Children benefit from the positive relationships fostered with their parents and carers. Parents praise the friendly and approachable staff and they value the playgroup as an established part of the local community. Parents are provided with clear information about the running of the playgroup and the curriculum via the prospectus. Comprehensive registration forms and written consents are accurately maintained to ensure parents' wishes followed regarding their children's care. Information is shared verbally on a daily basis to provide continuity of care and to ensure children's changing needs are met. There is a satisfactory procedure in place for recording complaints which is shared with parents.

The partnership with parents and carers of children receiving nursery education is satisfactory.

The playgroup have just introduced a comprehensive 'All about me booklet' for parents to complete when their children first start. Most parents are aware that the group keep records of their children's progress which are passed onto the school. However, there is no system in place to encourage parents to contribute to or share in their children's records of progress. Parents' views are sought through regular questionnaires and they find helping on the parent rota a useful way of finding out what their children enjoy doing at playgroup.

### **Organisation**

The organisation is satisfactory.

The organisation of time space and resources combined with good adult to child ratios and effective staff deployment supports children's care, learning and play. Staff work well together as team, they know each others roles and responsibilities and follow clear routines to which children respond well.

Appropriate recruitment procedures ensure children are protected and cared for by suitable staff with a sound knowledge and understanding of child development. Policies and procedures work in practice to promote children's health, welfare and development. An accurate registration system is in place and the required records are accurately maintained and stored confidentially to support the welfare of the children attending. Overall, children's needs are met.

Leadership and management is satisfactory. Newly appointed staff are developing their understanding of the Foundation Stage and the group have been acting on advice received from a local authority support teacher. The manager is a good role model and motivates staff to improve the provision of nursery education. However, they have not fully acted on improvements to nursery education identified at the last inspection and these continue to be areas for development.

### **Improvements since the last inspection**

At their last inspection, to improve the standards of care, playgroup was asked to: improve records of accidents and medication administered; update policies and procedures; develop resources promoting diversity and improve staff qualifications and their understanding of the National Standards.

The provider has improved procedures for obtaining parents' permission to administer medication and records of accidents and medication administered are countersigned by parents to acknowledge the entries, which are kept confidential. Staff have attended training and some are working towards a further qualification to ensure that half of them will be appropriately qualified and they have had in-house training to improve their knowledge of the National Standards. Policies and procedures have all been reviewed including the complaints policy to reflect current regulations. As a result children's care and welfare have been enhanced. Some resources reflecting a positive view of diversity have been purchased, although these are not being used effectively to enhance children's understanding of the wider world.

To improve the standards of nursery education the playgroup was asked to: develop planning to identify learning intentions; plan and evaluate focused activities; increase opportunities for writing for a purpose and develop the programme for mathematics. A well resourced writing area and effective staff support encourage children to practise writing for a purpose. Mathematical resources have been extended and planned activities provide further opportunities to develop children's mathematical development. The playgroup are still reviewing their planning with guidance from their support teacher, but they have not yet established an effective format and this continues to be an area for improvement.

### **Complaints since the last inspection**

Since the last inspection there have been two complaints made to Ofsted that required the provider to take action to meet the National Standards.

Concerns were raised about the level of supervision and staffing ratios. These concerns related to Standard 2: Organisation, Standard 6: Safety and Standard 7: Health. Ofsted conducted an unannounced visit to investigate the concern. Inspectors were satisfied that parents were not used in staff ratios and that the level of supervision and staffing ratios were adequate. The provision agreed that parents had been given incorrect information about where to complain, but have now revised their complaints policy with the correct information, a copy of which has been made available to all parents. Ofsted is satisfied that the registered person has taken appropriate steps to address the concern and the provider remains qualified for registration.

Ofsted received a further concern about the suitability of furniture, activities and staff interaction. These concerns related to Standard 3: Care, learning and play, Standard 5; Equipment, Standard 6: Safety and Standard 12: Working in partnership with parents and carers. An Ofsted childcare inspector conducted an unannounced visit to investigate these concerns. At the time of the visit there was no evidence that Standards 3, 5 and 12 were not being met. However as a result of the investigation the provider was given one action under Standard 6 to ensure a record is kept of all visitors to the provision. A satisfactory response to this action was received on 13 June 2006 and the provider remains qualified for registration.

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 satisfactory.

### **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 outcomes for children under three by implementing an approach in line with the 'Birth to three matters' framework
- develop activities to help children appreciate and value each others similarities and differences.

#### **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 planning to show adaptation, grouping of children and clear learning intentions to ensure older or more able children are offered appropriate challenge
- develop children's records of progress to identify their next step in learning and use to inform future planning
- develop opportunities for parents to share and contribute to their children's records of progress.

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](http://www.ofsted.gov.uk)