

Longford Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	208229
Inspection date	12 September 2007
Inspector	Shirley Amanda Wilkes

Setting Address	Longford Pre-School Playgroup, The Old Court Room, 129 High Street, Newport, Shropshire, TF10 7BH
Telephone number	01952 810280
E-mail	
Registered person	Longford Pre-School 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?

Longford Pre-School Playgroup opened in 1974 and operates from two main rooms and a covered internal courtyard. It is situated in the town of Newport in Telford. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open Mondays and Wednesdays from 09:15 to 13:15 and Tuesday, Thursday and Friday from 09:15 to 12:15 term-time only.

There are currently 18 children aged from two to under five years on roll. Of these, 13 children receive funding for nursery education. Children come from a wide catchments area. The pre-school employs five staff, all of whom hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children know the importance of good personal hygiene through planned routines and effective staff practice. Staff ensure the children know how and why they wash their hands before snacks and after using the toilet. Children independently wash their hands after messy play, the use of roller towels limits the spread of infection and cross-contamination. Staff routinely clean the tables with anti-bacterial spray before and after food and practise the clear procedures for sick and infectious children to prevent the spread of infection.

Children are encouraged to learn about healthy eating as they learn about how things grow and take part in the preparation of their snacks, for example, cutting their own tomatoes and apples. All dietary and health requirements are discussed and recorded on children's individual record forms. This helps to ensure children remain healthy. They are provided with milk and water to drink at snack time. however, children are not able to freely access drinks. Packed lunches are provided by parents for the children, suitable storage of perishables is available.

Children are developing their physical skills and enjoying exercise. They take part in organised dance and movement sessions. The playgroup has a fully enclosed outdoor play area, where they join in free-play using wheeled toys, trampoline and the climbing frame and slide. Comfy seating is available in the book corner for children to rest and relax as needed.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a well-organised environment where risks to children are limited through good safety and security procedures. Staff restrict access to the group at all times with locked doors with entry gained by the use of a door bell. The outside play area is fully secure. There are good arrival and collection procedures, staff ensure children are registered on arrival a visitors book is also maintained. Staff carry out risk assessments daily, prior to children accessing the playrooms and outdoor play area. Clear and detailed procedures are in place in the event of a child being lost or not collected. Children learn about safety through regularly practising emergency escape plans and through following road safety steps when on outings.

Children can freely and safely move between different activities. Toys and equipment are stored well so that children can identify and access toys easily. The outdoor area is secure and staff regularly check the area to ensure there are no hazards so that children can play safely. Children have good opportunities to play with equipment that is well-maintained and clean.

Children's welfare is enhanced through the staff's good knowledge of child protection issues and an appropriate safeguarding policy and procedure.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well and are happy in the setting. Through good organisation of activities, children arrive at the setting and are able to immediately start playing. This encourages children to happily separate from parents and carers. Children feel at home because clear routines are in place and they demonstrate confidence in making choices about the activities they wish to

take part in. A good range of both free and adult-led play is provided to encourage children's development in all areas. Children enjoy engaging in conversation with one another and with staff. Language and number skills are developed as they play games. They are able to create their own imaginative worlds through playing with dolls houses, small vehicles and road maps. As they play in sand they are able to explore and investigate. Staff members ask questions to encourage children to think about what they are doing. Children are encouraged to be independent. They help themselves to toys and equipment, putting items away when they have finished with them. Staff provide roles for children to develop their confidence. Children are asked to help cut up the fruit at snack time, help tidy up and make decisions on whether they need coats when playing outdoors. Children relate well to staff who are attentive to their needs. Staff are using 'Birth to three matters' framework to support their planning and observations.

Nursery Education

The quality of teaching and learning in nursery education is good. Children are interested and motivated in the activities provided. They happily engage in conversations and have developed friendships. Through praise and encouragement children's confidence is enhanced. They are beginning to learn how to control their own behaviour through discussions with staff. Children demonstrate independence as they confidently make decisions about the activity they wish to take part in. Children are able to make good progress in communication, language and literacy. They talk to one another and to staff about what they are doing and how things work. There are good opportunities to develop listening skills as they take part in action songs. Children enjoy spending time in the book corner, reading alone, with a friend or in groups with a staff member. Free access to writing materials on the writing table and in role play allow children to make marks and practise writing their names. Children are able to make good progress in mathematics as they learn about numbers in a variety of interesting ways. They count to see how many chairs are needed and how many steps up to the outdoor play area. Whilst playing with peg boards, children count in order to see who is winning and consider who has more than or less than.

Children have good opportunities to make sense of the world. They have fun touching smelling and tasting vegetables talking about the roots and the leaves. As they go on nature walks along the canal they talk about what they see and hear. However, they have limited opportunity to learn about everyday technology, the computer at the time of visit was broken. They learn about other cultures and beliefs through celebrating a variety of festivals and from visitors to the playgroup who share their culture with the children through songs stories and craft activities. Children's creativity is encouraged by gluing and sticking and creating pictures from a variety of materials. A good selection of musical instruments means children are able to have great fun making different sounds and learning to copy a beat. Their imagination is developed as they pretend play in the large home corner.

Staff have a good knowledge of the Foundation Stage and effectively plan a broad curriculum covering all areas of learning. They provide activities that children enjoy and are interested in. Useful observations are carried out and these are used to inform assessments and children's achievements in line with the stepping stones and early learning goals. .

Helping children make a positive contribution

The provision is good.

Children are treated with equal concern and equality of opportunity is actively promoted. An appropriate policy is in place. Staff provide a warm welcome to parents and children as they

arrive in the setting. Children have opportunities to learn about their own community through visits out of the playgroup. Children take part in activities and celebrate a variety of festivals during which they learn about the wider world. They enjoy trying foods and looking at homes and how people live from different countries, for example visitors into the group to share customs and craft ideas. Children with learning difficulties and/or disabilities are welcomed and provided with appropriate support. Staff are good role models as they encourage children to be considerate. Children are well-behaved and respond well to staff who are sensitive in their approach when dealing with behaviour issues. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Parents are actively encouraged to be involved in their children's learning. A monthly information sheet is sent out with details of the themes covered. Staff work with parents sharing ideas and suggestions on how parents can work with their children at home. Parents have regular opportunities to discuss their children's development with staff.

Organisation

The organisation is good.

Children are well-cared for by staff who demonstrate commitment. They are keen to develop their own knowledge and skills and attend training to achieve this. The setting has robust recruitment and vetting procedures to ensure the well-being of children. Staff are deployed well so that children's learning and development is supported. Records are appropriately maintained and a good range of policies underpin the management of the setting.

Leadership and management of the nursery education is good. The manager works closely with the committee and curriculum advisor to ensure a clear sense of purpose and direction. Action plans are in place to provide continual monitoring and improvement. Part of the monitoring procedure involves sending out questionnaires to parents in order to gain their views and opinions. Regular meetings and informal talks ensure staff are supported in their training needs and enable them to work well as a team. Overall children's needs are met.

Improvements since the last inspection

At the last inspection the playgroup was asked to provide more opportunities for parents to be involved in their child's progression through pre-school and further encourage them to share what they know about their child. Parents are encouraged to attend with their children at the start of the placement to discuss their child's starting point. They are also invited in to discuss their children's progress at various times during their time at the setting. All of which ensures children's individual needs are met. They were also asked to ensure the first aid box is regularly checked and any out of date items removed. The first aid box is regularly checked and out of date items disposed of. This ensures children health and well-being.

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):

- ensure children are able to access drinks throughout the session.

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):

- further develop the use of everyday technology.

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