

Tibshelf Playgroup

Inspection report for early years provision

Unique Reference Number 206890

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Inspector Diana Pidgeon

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Registered person Tibshelf Playgroup

Type of inspection Childcare

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

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Tibshelf Playgroup opened in 1980 and is managed by a voluntary committee. It operates from the village hall in Tibshelf, Derbyshire. Children use the main hall and have access to a secure outdoor play area. A maximum of 24 children may attend the playgroup at any one time. The playgroup is open on Mondays and Thursdays from 09:30 to 11:30 during school term times only.

There are currently 24 children from two to four years on roll. Children mostly come from the local rural community. There are six full-time staff. Two of the staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children gain an understanding of healthy living through the opportunities to develop independence in their personal care and to make healthy choices at snack time. Children enjoy a mid-session snack, which varies to allow them to experience a wide range of tastes and

textures. For example, children enjoy their individual bowls of chopped banana and grapes after a cracker and cheese. Staff take opportunities to talk with the children about the food they are eating and to explain why fruit is good for them. As a consequence children are keen to try the different fruits and are beginning to say that eating these makes them strong. Children with any dietary needs are protected as full information is sought to ensure appropriate diets are followed. Children do not bring foods such as sweets into the group and this further protects everyone.

Children learn simple personal hygiene practices and demonstrate their awareness of how and when to wash their hands such as after using the toilet. At times, procedures are insufficiently rigorous to ensure all children wash their hands before coming to the snack table and this has the potential for undermining their good health. The risk of cross-infection is minimised through the implementation of a sick child policy that excludes children when they are infectious. Parents are guided when children may return, for example, after having chicken pox. Children's health is supported when they require medication in the setting as staff follow the medication policy carefully and complete all the relevant documentation. Any minor accidents are treated appropriately as most staff are qualified first aiders and are able to act swiftly in the event of an injury occurring.

Children have lots of opportunities to enjoy physical activity, which contributes to their overall good health. For example, they enthusiastically use small sports equipment in the main hall to practise their balancing and climbing skills. Children jump across stepping stones and show delight as they throw and catch large balls. Through staff interaction the activities are extended to challenge all children. For example, staff use smaller balls with the more able children when throwing and catching or playing skittles. A good range of physical activities are planned each session and this includes using the outdoor area when the weather is fine.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety and security is given priority through the use of daily safety checks and use of risk assessments, which minimise identified hazards. Staff supervise the children closely and have effective systems in place to protect them at the times of their arrival and departure. The village hall provides a welcoming environment with a suitable range of facilities to meet children's needs. Staff ensure the rooms are attractively arranged with accessible activities before the children arrive and this encourages the children to want to stay and play. All of the toys and equipment used are of good quality, clean and appropriate for the ages of the children using them. Children's safety is underpinned by clear policies that are implemented effectively by the staff. For example, children learn that it is inappropriate to run indoors while tables are still out because staff offer sensitive reminders and explain how they might hurt themselves if they fall. Through stories and topic work children learn about keeping themselves safe. They develop an understanding of how to evacuate the building in an emergency because this is practised regularly when they are present.

Children's welfare is safeguarded because staff have a good understanding of their role and responsibilities in protecting children. This enables appropriate action to be taken should they be concerned about a child.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled within the group. They enter enthusiastically and quickly find activities to interest and engage them. They develop their imagination and independence by selecting activities and resources of their choice and initiating their own play. Less confident children receive plenty of reassurance and support from the adults and as a result begin to feel secure. Through the routine of the session and participation in small group activities, children learn to play cooperatively, to share and take turns.

Careful planning of the activities each session ensures there is a wide range of practical activities and experiences to extend all areas of learning. Children show interest in the activities provided and relate well to the staff, who provide support and encouragement. They enjoy listening to stories in small group times and enthusiastically join in singing and action songs. Many children eagerly experiment with glue and collage materials in the creative area and show pride in their achievements. Children's learning is extended because staff work closely with them and use careful questioning to extend their thinking. For example, children playing with the plastic animals count and compare size. Children's achievements are recorded and these are used effectively to enable staff to plan for each child's progress based on what they know and can do. This means children make good progress in all areas of their learning and development.

Helping children make a positive contribution

The provision is good.

Children are happy in the group and benefit from the positive way in which staff encourage their good behaviour. There are clear boundaries to help children understand the effect of their behaviour on others and their own safety. Staff offer gentle reminders, for example, when children begin to run indoors, and explain how they could be hurt. Children are praised for their good behaviour and for trying new challenges. They benefit from reward systems such as stickers and being a 'star of the week'. Consequently, children successfully learn right from wrong.

Staff work in partnership with parents to ensure children's individual needs are met. There are good systems in place to support children with learning difficulties and/or disabilities so that they are fully included. All children are beginning to use some simple signs, for example, to say 'please' and 'thank you' at snack time. Children begin to develop an understanding of the wider world through appropriate toys, books and stories and their participation in local events. Relevant information is displayed on a table within the setting and parents have access to all relevant written policies and procedures. They have daily opportunities to talk with staff and to exchange information. This builds a good partnership with parents.

Organisation

The organisation is satisfactory.

Children's care and learning is supported through the effective deployment of the adults in the setting. The appropriately qualified manager and deputy provide good leadership for the staff team and give support when introducing new initiatives such as the key worker system. This means all staff work well with the children, providing a happy environment and promoting learning. However, no other staff hold relevant childcare qualifications and this means the

overall qualification requirements are not met. This has affected the overall judgement at this inspection.

Although there has been no recent staff recruitment, appropriate systems are in place should this be necessary. All staff are vetted and clear systems are in place to ensure students or visitors are not alone with children. All relevant documentation is in place to support children's care and is readily available in an emergency. Policies and procedures are regularly reviewed and implemented in practice. Overall the needs of the children are met.

Improvements since the last inspection

At the last inspection it was recommended that the setting ensured planning was informed by observations of the children's learning. Since the inspection the staff have implemented the regular use of observation as a way of assessing what children know and can do. They use this to guide their planning of activities so that they are adapted to be appropriate for each child's needs. Consequently, the play provided supports children's learning and development.

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

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

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):

- develop and implement an action plan showing how staff qualification requirements can be met
- ensure children learn about personal hygiene through the daily routine, with reference to always washing their hands before snack time.

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