



# Leegomery Under Five's Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	208221
<b>Inspection date</b>	14 July 2005
<b>Inspector</b>	Jane Elizabeth Roberts
<b>Setting Address</b>	The Community Centre, Leegomery, Telford, Shropshire
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<b>Registered person</b>	Leegomery Under Five's 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 satisfactory. 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?

Leegomery Playgroup opened in 1991. It operates from the Community Centre in Leegomery, which is a suburb of Telford. The playgroup serves the local area.

There are currently 23 children from 2 to 5 years on roll, this includes 14 funded 3-year-olds and 1 funded 4-year-old. Children attend for a variety of sessions. The setting can support children with special needs, and who speak English as an additional language.

The group opens five days a week during school term time. Sessions are from 09:30 until 12:00.

There are 3 full time staff who work with the children, all of whom have a recognised early years qualifications. The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's health within the setting is supported appropriately by staff who have a satisfactory knowledge of health and hygiene procedures. However the children's health and dietary records are not maintained consistently. Staff guidance and support help all children gain independence in their personal care, including washing their hands and using the toilet on their own. Children have quiet times and busy times with a good balance of activities which nurtures their emotional well-being and health. They learn about dental hygiene and how to wash their hands correctly from the health visitor who regularly joins the children's play sessions.

Children enjoy a nutritious range of snacks and drinks and they are able to access drinks of water at any time. Snack time is a social occasion when everyone talks about the play and activities or interesting events they have been involved in at home.

Children are developing a good awareness of the changes to their bodies through well-organised physical play activities and free play. Whenever possible children play out doors in a safe purpose built area.

Children know they must put their sun hats on when outdoors and all children know they must apply sun-screen; with help, older children are able to apply their own.

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

The provision is satisfactory.

Staff provide a warm, welcoming environment for children and parents. Staff have an adequate understanding of safety and they maintain appropriate documentation to minimise the risks to children. However regular risk assessments of the indoor and outdoor areas are not undertaken or reviewed to ensure children are kept safe.

Children benefit from access to a good range of safe resources covering all areas of development. For example, the children enjoy using an attractive book corner which displays a stimulating range of books. Space and resources are well organised to encourage children's independence through low shelving with easily accessed boxes which are clearly identified with pictures and words.

Children's welfare is promoted through the staff having a sound knowledge of the local Area Child Protection Committee procedures and the majority of staff hold a

current first aid certificate.

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

The provision is good.

Children eagerly arrive at pre-school. They confidently involve themselves in the activities and independently select what they want to do and work co-operatively with their friends. The well planned room helps younger children settle in and feel secure, for example there is always a paint easel, a tactile activity and imaginative play area waiting for them. However written planning is not influenced by the 'Birth to three matters' framework for the under three-year-olds.

All children are making decisions, and they extend their thoughts with the help of stimulating play props, both indoors and outdoors. Staff plan adult-led activities which relate to the Foundation Stage within small groups for older children which enable them to confidently communicate and explore ideas. All children enjoy books, they take them home to read with their families and share the pleasure of looking at books together. Children sing their favourite songs spontaneously, for example when they are helping tidy up after an activity. Younger children are developing good listening skills and gaining confidence to make marks and talk about what they are doing in small group activities which are led by staff.

## **Nursery Education**

The quality of teaching and learning is good.

Children are developing well and their individual needs are supported because staff are using their understanding of the Foundation Stage stepping stones to plan good quality care and education. Keyworker groupings and sound knowledge and assessment of the children help staff promote children's confidence. Staff involve parents and share well documented records of children's progress with them, however information for parents about the Foundation Stage and early learning goals are limited.

Children are interested and motivated to learn. Their independence is encouraged through a good balance of child and adult-led activities which promote decision making through play. Younger children feel secure when they are separating from their family and they play confidently on their own or with others with the help of well laid out attractive activities. Children are well behaved and have a sense of belonging, for example they are proud of their playgroup T-shirts and enjoy helping with daily tasks. Most children can deal with their personal needs and older children are beginning to put their outdoor shoes and coats on independently. All children join in large group activities with enthusiasm; they contribute to stories and ask questions relating to projects such as what they will take on holiday in their suitcase.

Children have many opportunities to use mark making tools and most children are beginning to recognise their name. Older children confidently make marks to convey meaning, for example they help each other to write their name on their pictures and discuss the letter such as 'a kicking k'. Children explore a range of mathematical

concepts through adult-led activities and free-play. They count their plates and mugs at snack time and use numbers in the songs they sing. Children freely build and construct objects at the craft table where there is a wide range of tools, glue and scissors to assist them.

Children's knowledge of the world around them is good. They meet people who help us and children explore other cultures and festivals through a variety of activities and displays throughout the pre-school. They have a sense of community through visiting their local post office and shops as part of their projects. The children care for the bulbs they have plants in the local community and they watch them grow.

Children benefit from well planned physical play both indoors and outdoors. Older children help younger and quieter children and encouraging them to join in. They show care and attention to others and are able to negotiate space very well. Children extend their imaginative play through a wide range of play props, for example using clothes pegs to put the dolls clothes on the washing line and also use them to peg together a piece of material to make a skirt. Children continuously make good use of the free painting to express their ideas and they explore a wide range of creative materials, their work is displayed creatively throughout the setting.

The quality of teaching and learning is good.

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

The provision is good.

All children are welcomed and play a full part in the pre-school because staff value and respect each child as an individual. Children learn about the wider world through a variety of projects and activities. These include displays and pictures around the room indicating a multi-cultural community. Staff plan activities creatively, for example children daily dress-up using materials from other cultures. They enjoy reading about other people and the world around them. They celebrate different religious festivals and explore different foods from around the world; parents are often involved in helping staff provide resources.

Staff have a good knowledge and understanding of special educational needs and they work closely with families and outside agencies to take appropriate action to ensure consistency, continuity and inclusion for all children.

Children are well behaved and they play harmoniously together. They share games whilst showing care for those younger or quieter than themselves; for example co-operating using the see-saw or helping each other put their aprons on. Within the routine of the morning children understand what is expected of them, such as helping put the puzzles away before circle time, or choosing their activities. Staff have high expectations and set consistent boundaries for all children. Through well planned keyworker groups the children have a sense of belonging. This positive approach fosters children's spiritual, moral, social and cultural development.

The good partnership with parents and carers contributes significantly to the children's well-being. Staff ensure that all parents' know how their child is progressing

and developing. For example, there are formal meetings to discuss their child's progress as well as daily informal chats with their keyworker. Parents are well informed about the daily activities in the pre-school. However there is limited written information about the curriculum guidance for the foundation stage stepping stones and all other written information has not been reviewed since 2003. Parents make a significant contribution to the management of the setting and they also support the staff on a daily basis.

## **Organisation**

The organisation is satisfactory.

Children's care is enhanced by the experienced staff and well organised management of the day to day provision in the pre-school. Staffing procedures are effective and operational plan is adequate. The policies and procedures meet the requirements of the national standards; however these have not been reviewed since 2003 and therefore are not up to date.

The children benefit from a well laid out room which promotes their independence and meets all their development needs, both indoors and outdoors.

The leadership and management of the provision is satisfactory. The committee and staff work closely as a team and regularly hold meetings together to manage the pre-school effectively. However the monitoring and reviewing of the written planning of the children's curriculum has been limited, for example staff have used the Foundation Stage stepping stones to plan for the under three year old. The committee and staff promote the continuous improvement of staff knowledge and understanding of child development by attending training whenever possible. Overall the provision meets the needs of the children who attend.

## **Improvements since the last inspection**

The previous combined inspection recommended the following: maintain up to date emergency evacuation records; develop information for parents about the Foundation Stage curriculum and the daily routine of the playgroup; continue to review and improve the policies, procedures and records relating to the national standards. The first two recommendations have improved, however the third has not been addressed.

Records show children's safety has improved by staff and children regularly practicing an emergency evacuation of the premises at least once every half term.

Parents are now able to talk to their children about their play and learning because staff provide parents with information about the planned daily Foundation Stage activities for the children, which includes adult-led activities and children's free-choice. However there is limited explanatory information about the curriculum guidance for the foundation stage stepping stones provided for parents.

Since the last inspection the setting has not reviewed or improved the policies,

procedures and records relating to the national standards to ensure they contain up to date information for families.

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

There has been one complaint raised since the last inspection. The complaint was raised in relation to a child being bitten by another child. The complainant was concerned about staff and children ratios, in particular with regards to children being unsupervised and the response received from staff by a complainant. These relate to National Standard 2: Organisation, National Standard 6: Safety, National Standard 11: Behaviour management and National Standard 12: Partnership with parents. The complaint was investigated directly with the provider who was asked to forward details about the behaviour management and complaint procedures; a copy of the relevant incident records and evidence of the deployment of staff to demonstrate how children are supervised and how the required ratios are met. Ofsted received all information requested within the timescales set. The documentation was reviewed and the provider was able to demonstrate that appropriate behaviour management procedures were in place and ratios were met. Ofsted recommended that the written complaints procedure be revised in order to ensure clear information is available for parents and that daily attendance records are revised to include children's ages and the times of arrival and departure for staff and children. Ofsted were satisfied with the information provided and confirm that the provider remains qualified for registration.

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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):

- maintain up to date details of children's dietary and health records including parental permissions
- regularly review and up date risk assessment procedures
- continue to improve the planning for the under three-year-olds by using such frameworks as 'Birth to three matters'
- regularly review and up date the policies, procedures and documentation

relating to the setting.

### **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):

- up date and review the written information for parents about the Foundation Stage and early learning goals.

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