

Honeypot Playgroup

Inspection report for early years provision

Unique Reference Number	EY280582
Inspection date	26 June 2007
Inspector	Beverly Kemp-Russell
Setting Address	Charles Baines Community Primary School, Baines Road, Gainsborough, Lincolnshire, DN21 1TE
Telephone number	01427 613812
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Registered person	Honeypot Pre-School Management Committee
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Honeypot Playgroup registered in 2004 and is a committee run group. It is located in the community room in Charles Baines Primary School close to the town centre of Gainsborough. The premises comprise of one main play room with adjacent storage, toilet and kitchen facilities. Children also have access to the school hall. The room is shared with other users. There is a secure outside play area. A maximum of 16 children may attend the setting at any one time. The setting is open each weekday from 09:05 to 11:35 hours, term time only.

There are currently 26 children aged from two to five years on roll and this includes 14 funded three and four year olds. Children attend from the local area. The setting can support children with special educational needs.

The setting employs six staff. All staff hold an appropriate qualification. The playgroup has close links with the school and they receive support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Practitioners follow clear procedures for maintaining hygiene which ensures that the children are cared for in a clean and healthy environment, for example, tables are wiped with antibacterial spray prior to being used for food. Children are encouraged to become independent in promoting their own good health such as routine hand washing before food and children show confidence in using this ability. Children's health is promoted by health and medication records and staff hold current first aid certificates which helps maintain children's health.

Children are offered a choice of snacks which include bread and butter, cucumber, carrot sticks, ham, cheese and tomato to enable them to make their own sandwiches. This ensures healthy eating choices are promoted and enables children to make their own choices. These are also regularly discussed so that children are aware it is part of maintaining health when looking at healthy bodies topic. Children have access to drinks throughout the session to ensure they are well hydrated.

Children enjoy opportunities for physical activities and are skilled at using a range of small equipment to promote co-ordination skills. There is provision for children to use equipment such as a climbing frame and bikes to develop their large body skills in the well equipped outside play areas.

Children have opportunities to rest in the book corner which is carpeted but this rarely happens as the group is sessional.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, comfortable environment which is safe and secure. Children have opportunities to play safely outdoors in the school nurseries fenced play area. The risk of accidental injury to children is minimised through the active supervision of children, regular safety checks and on-going risk assessments.

Children use appropriate equipment such as low level tables and chairs to sit, eat and play safely. They also use a suitable range of developmentally appropriate resources which are regularly checked to ensure they are safe. Staff use explanations about safety so that children are able to take responsibility for keeping themselves safe. The building is kept properly secure so that unwanted visitors do not gain access to the setting or present a risk to the children. The school have an intercom system to help keep children safe.

Children are protected by the staff, whom have attended child protection training. They have a good awareness of child protection procedures and know how to put these into place should they have concerns about the welfare of a child. Children are protected by staff's awareness of child protection guidelines and procedures support the supervisor in protecting children from abuse. Children are never left alone with persons who have not been vetted.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The care and play experiences for children in the setting are satisfactory. Children are supported to deal with the separation from parents and carers and develop close relationships with staff caring. Staff discuss with parents to ensure that young children benefit from and experience familiar home routines helping them to feel safe and secure. Children show interest in what they do such as using the sand and are often interested by resources such as the train track. Children have some opportunities to develop their creative skills and to use freedom of expression when creating string paintings. Children make choices from a sound range of resources provided each day to ensure they are satisfactorily absorbed throughout the session. Staff provide some worthwhile activities to observe and use assessments to ensure children are generally moving towards the next step. Staff include younger children in activities to develop their skills but they are not making full use of the 'Birth to three matters' framework.

Nursery Education

The quality of teaching and learning for nursery education is satisfactory. Children make their own choices and are supported by staff. Staff's knowledge of the Foundation Stage is growing and they are putting into practice their expertise. However, they do not always fully implement the curriculum and provide sufficient challenge for children to learn and develop on occasion throughout the session. All staff are qualified and have experience of caring for children, they gently guide children and use some questioning techniques which extends their language. Staff meet with parents initially to discuss children's starting points to ensure they are aware of observing progress. The assessment of children's progress towards the early learning goals generally identifies what they need to learn next and planning and assessment records clearly link to how all aspects of the stepping stones are covered. Planning of the session and how the curriculum is delivered is not always effective to ensure it is balanced in all areas leading to missed opportunities to encourage learning. The planning of how some activities and resources are presented does not ensure that children are inspired and motivated to learn which again leads to some missed opportunities for children to reach their full potential.

Children are confident and keen to get involved in activities. They form satisfactory relationships with staff and other children. Children are confident to try new activities such as creating pictures from natural materials. They are able to sit and concentrate when using resources such as educational games. They sit and chat happily to each other when completing jigsaw puzzles and offer support when constructing the train track. They understand right from wrong and children's behaviour is good. However, staff miss opportunities particularly at snack time to help children develop independence skills. Children are able speakers using clear sentences to explain and recall past events. They listen carefully and talk confidently during circle time and activities. Children enjoy making marks and can form some recognisable images but they have too few opportunities to write for a variety of purposes using different forms such as lists and instructions. Children enjoy books and participate in story telling. Children count by rote well with more able children eager to count well beyond 10. They know the names of common shapes and use some size language in their play such as big and little. However, staff miss opportunities to say and use number names in familiar context with the children and there are limited opportunities for children to use methods to solve practical problems. Children have a growing awareness of other cultures as they celebrate some festivals and have resources to enable them to explore and learn. However, opportunities for children to develop skills with technology are limited. Children enjoy moving in different ways such as running and jumping, but their ability to make progress and continue to develop their large body movements is

impeded by too few challenging planned activities. Children know most colours and have satisfactory opportunities to create and design for themselves. However, the opportunities for children to use their imaginations through role play are impeded by the presentation and of the resources.

Helping children make a positive contribution

The provision is good.

The partnership with parents and carers is good. Children are cared for by staff who work with parents to meet individual needs. All children and parents receive a warm welcome from staff who are sensitive to each family's circumstances. Each child is known as an individual and time is spent making sure their needs are met and continuity of care is offered. Parents views about their child's needs are actively sought before the child starts at the setting, and on a regular basis throughout their time there. Parents receive information about the Foundation Stage and are encouraged to be involved in their children's learning by contributing to assessment and planned activities. Staff ensure that parents know how their child is progressing and developing by regular written and verbal contact. Open mornings are planned to encourage parents to become involved in the playgroup.

Staff have clear expectations of children's behaviour and through acting as good role models and using appropriate methods, such as consistent and gentle reinforcement of rules, children learn good manners and to care for others. Children receive lots of praise and encouragement from staff, building their confidence and self-esteem.

Children's knowledge of the local community is promoted through discussion, visitors to the group such as, the fire officer and dental hygienist, walks to the local shops and around the school grounds. They regularly share news about their own lives and their thoughts during circle time. Children's opinions and achievements are recognised and praised by everyone in the group. Children's social, moral, cultural and spiritual development is fostered.

Organisation

The organisation is satisfactory.

Children are cared for and protected by a caring staff team. All staff are suitably qualified and have experience of caring for children in a variety of roles. Staff maintain suitable ratios to keep children safe and support their care and play to meet the needs of the children. Most policies and procedures are known by the staff and are in the main effective in promoting children's health and well-being. Records are well-maintained and are shared with parents to ensure continuity of care. Children are cared for in a secure environment and staff are effective in supervising children. However, procedures for vetting staff are not fully developed.

Leadership and management for nursery education is satisfactory. The supervisor's commitment is bringing about some improvements in the setting. The supervisor is committed to improving staff's knowledge to ensure they have a sound focus for future improvements for children's learning and development.

Overall children's needs are met.

Improvements since the last inspection

At the last inspection the setting were for the care asked to: develop staff's knowledge and understanding of child protection issues and the procedures to follow; devise a policy and procedure for lost children; ensure emergency evacuation procedures are carried out more frequently taking into account the patterns of attendance of children and staff; ensure the written record of accidents is always signed by parents.

Since the last inspection the playgroup have made good improvements in promoting children's health and well-being. Some staff have attended child protection training and all staff are aware of the procedures to follow in the event of a child being considered at risk. Staff have devised a policy for lost and uncollected children and ensure that the accident book is signed by parents. They carry out regular emergency evacuation procedures taking into account patterns of attendance and record fully in writing.

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 that the 'Birth to three matters' framework is used effectively
- ensure robust recruitment and vetting procedures are developed fully.

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):

- improve the planning of the session to ensure it is effective in the delivery of children's curriculum and provides sufficient challenge for more able children
- place more emphasis on the planning of the room layout and how activities and resources are presented to ensure children are inspired and motivated to learn.

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