

# Orford Shrimps Playgroup

Inspection report for early years provision

---

<b>Unique Reference Number</b>	251587
<b>Inspection date</b>	13 December 2007
<b>Inspector</b>	Moira Oliver
<b>Setting Address</b>	Orford Primary School, School Lane, Orford, Woodbridge, Suffolk, IP12 2LU
<b>Telephone number</b>	01394 459 960
<b>E-mail</b>	
<b>Registered person</b>	The Trustees of Orford Shrimps 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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Orford Shrimps Playgroup opened in 1979 and reopened in April 2007 after closing for approximately 18 months. It operates from two rooms in Orford Church of England Voluntary Aided County Primary School. The playgroup serves the local and surrounding area.

A maximum of 14 children may attend the playgroup at any one time. The playgroup is open on Thursday and Friday mornings from 08:45 to 11:15 during school term times. All children share access to a secure enclosed outdoor play area.

There are currently 14 children from two to five years on roll. Of these 12 children receive funding for nursery education.

The playgroup employs three staff and the manager holds appropriate early years qualifications. 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.

The staff have a good knowledge and understanding of the setting's health policies and procedures that ensure children's well-being is supported. For example, the toys, equipment and all areas used by the children are clean and well maintained. Food is prepared and stored hygienically and at the correct temperature. Parents are aware of the group's policies, such as exclusion times relating to childhood ailments, reducing the possibility of cross-infection. Suitable action is taken when children are unwell or have accidents. For example, children's records are available to ensure staff can contact parents at all times and accident and medication books are completed and shared with parents, ensuring they are informed.

Children understand the importance of simple good health and personal hygiene as they wash their hands before decorating the cakes and before they eat their snack. A 'snack book' of photographs reinforces hygiene practices as it acts as a reminder to the snack routine and provides opportunities for discussions. Children confidently refer to it and help others who are unsure of the procedures.

Children are nourished with a wide variety of healthy foods for snack as they choose from a range of fresh fruit such as kiwi, plums, strawberries and bananas. They enjoy vegetable sticks and dips and parent's views are encouraged to ensure they are involved in the planning of the snacks. Children choose when they want to come to the snack table and it is a very sociable time. They find their own plates and cups and their understanding of good hygiene practices is developed as they wash them up when they have finished. They sit together and talk about the foods and which ones they prefer. Children confidently pour water or milk from the jugs and water is available throughout the session ensuring they are hydrated.

Children enjoy taking part in activities which promote physical development and co-ordination. Resources outdoors ensure children develop large motor skills and spatial awareness. For example, they negotiate obstacles as they ride around on bikes and scooters. They enjoy ring games and happily jump, sing and clap along to familiar songs and rhymes. The outdoor area is being developed and extended, providing more opportunities for children to develop their physical skills and to enjoy the outdoors.

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

The provision is satisfactory.

Children are cared for in a welcoming and safe environment. The rooms are bright and light and decorated with the children's own work. Staff are vigilant and check the premises daily before the children arrive to ensure it is safe and free from hazards. For example, the kitchen area has a gate which is bolted to ensure children do not have access, electrical sockets are covered and the door is secured when the children arrive ensuring they cannot leave the premises unsupervised. The outdoor area is not secure as both gates and part of the fencing are damaged creating a potential hazard for children. However, staff supervise the children at all times and plans are in place to ensure outdoor play can resume safely in the new year.

Children use safe and age-appropriate toys and equipment which are stored at their level, enabling them to access them safely. The outdoor equipment is stored in a shed when not in

use maintaining it's condition and it is checked before every use. Broken items are discarded ensuring they are not a hazard to children.

Children are safe on outings, they learn to keep themselves safe as they talk about road safety and the importance of staying together as a group. Risk assessments are carried out prior to the outings and comprehensive policies informs parents, as well as staff, of their responsibilities.

Clearly defined procedures for emergency evacuation of the building are displayed in the playgroup and staff are aware of their roles and responsibilities. However, opportunities for all children and staff to take part are not provided, which may delay the procedure, potentially putting children at risk.

Children are protected as the staff understand their roles and responsibilities in safeguarding children and are confident to put appropriate procedures into practice when necessary. Clear policies ensure children only leave with authorised adults, ensuring they are safe.

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

The provision is good.

Children are happy, settled and thoroughly enjoy their mornings at the playgroup. Staff plan interesting and stimulating activities for the children to take part in and there is a wide range of activities for children to choose which are available everyday. The children are able to select the toys and equipment from clearly labelled baskets and boxes which are contained in low-level storage units. They confidently access the toys and equipment and move from one activity to the next. Children make friends with their peers and have good relationships with the staff, enjoying each others company.

All children, including the younger ones, have the freedom to move between activities in their own time, providing lots of opportunities to repeat and practise their ideas. They are confident, ask lots of questions and are supported well by the staff. Children are purposely involved in their play involving other children and the staff. Plans are in place for staff to take part in training to increase their knowledge and understanding of the 'Birth to three matters' framework which will benefit the children further.

Nursery education.

The quality of teaching and learning is good. Children are confident in their surroundings and enthusiastically select resources. They demonstrate high levels of independent skills through planned and chosen activities and routines such as snack time. For example, children access their own plates and cups which they wash up when they have finished. They confidently take part in group activities such as story time and are confident to contribute their own comments, ideas and questions. They behave well and are aware of the expectations and boundaries in place, for example walking indoors and tidying up after play.

Children communicate with each other and the staff, expressing themselves with confidence. They ask lots of questions throughout the session increasing their knowledge and skills. They enjoy stories in a whole group and request familiar favourites to be read. Children have many opportunities to write for a purpose as they take orders in the 'restaurant' and write menus or letters to Father Christmas. They have opportunities to mark-make with a wide variety of brushes, rollers, pencils, pens and crayons which they use in all areas of the playgroup. The

print rich environment encourages children to recognise names, such as their own, as they register themselves or choose to come to snack.

Children successfully use mathematical language as they talk about the size and shape of the vehicles. They use positioning words as they drive their lorries through and over bridges and behind the buildings. Children are beginning to recognise numbers as they discuss the ages of children, birthdays and use numbers to count bricks in a tower. They independently access a range of mathematical equipment such as items for categorising, pattern making and weighing and staff support them in their play extending their knowledge and thinking.

Children use the computer with increasing skill as they move the mouse to change the program or follow the characters around before they 'click' on them. Staff introduce them to computer language which they are beginning to use and understand. Children have an understanding of place and time as they talk about visiting Father Christmas at community fairs and discuss where they think he lives. They have plenty of opportunities to design and construct with a range of boxes and glue which are available at all times. Staff have plans to develop an area to provide children with more space to use the large construction toys where building will not be disturbed. Items for investigating are available to the children such as magnifying glasses and children enjoy raking leaves outside and looking for insects.

There are valuable opportunities for children to express themselves creatively as they use a wide range of creative media on a daily basis. They choose from a range of collage items including natural items, sequins, glitter and boxes. A wide range of painting and printing resources are available including different sized brushes, rollers which children confidently access and paint bottles to fill up the pots when needed. Interesting role play areas stimulate their play providing valuable opportunities to extend their imaginations as they excitedly play in the 'photo booth' or prepare play food in the 'restaurant'. They enjoy music as they listen to Christmas songs and play percussion instruments as they dance and sing.

Staff have a good understanding of the Curriculum guidance for the foundation stage. They prioritise getting to know the children well and find out their interests through discussions with the parents and the children. Parents and children complete an 'All about me' leaflet when they start to ensure staff have a good awareness of the children's interests and skills enabling them to plan for individual children. Planning is observation led, following the children's interests and abilities. Staff effectively plan for the children's next step using observations and by clearly evaluating their planned activities and how the children used them. Staff record children's achievement daily, making notes which are transferred to their records providing relevant up to date information to enable them to effectively plan for individuals.

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

The provision is satisfactory.

Children are cared for in a happy, calm, relaxed and caring environment where staff welcome and value them as individuals. The staff get to know the children very well supporting them and enabling them to flourish. Children develop a sense of belonging as they confidently find their own names and photograph to register their attendance. They play well together, learning to share the equipment and to take turns. The sessions are very much child-led and children choose their activity moving freely from one to the next. They happily involve the staff and other children in their play, confidently chatting to each other.

All children and their families, including those with learning difficulties and/or disabilities or who speak English as an additional language are welcomed and staff plan for all children as individuals enabling them to make good progress. Staff are planning to attend training to enable them to improve their practice further by increasing their knowledge and understanding of inclusion. Posters and positive images in a range of fiction and reference books and other resources encourage children to value diversity. However, additional opportunities for children to learn about their world, a range of cultures and religions are not explored fully and therefore their knowledge of the diversity of society is limited.

Staff understand the importance of working closely with the parents which benefits the children. Parents are well informed verbally when they bring or collect their children and through informative notice boards, displays and newsletters. Parental permissions are sought from all parents, however not all records are complete, therefore limiting staff's understanding of parents' wishes. The parents cannot speak highly enough of the staff, they find them friendly, supportive and approachable, many parents stated that their children love to come to playgroup and are very happy there.

Partnership with parents and carers is satisfactory. Detailed information about the curriculum is displayed and available to the parents at all times. They are involved in record keeping and invited to add their children's achievements to the 'wow board' in the corridor. At the end of each half term the comments are transferred to each child's records. However not all parents have seen their child's records or had the opportunity to discuss them with their child's key worker.

Children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is satisfactory.

The staff and committee are committed to providing good quality care and education for all children and have a high regard for their well-being. Recruitment and vetting procedures are in place and checks carried out on all permanent staff ensuring they are suitable to work with children. However, plans to cover staff's absence is not effective as there are not always qualified adults available to work with the children, potentially putting children's safety at risk.

A considerable amount of work has gone into setting the playgroup up after the closure. Staff have worked hard to set up a stimulating learning environment where children can access the toys and equipment independently from well-defined areas. Well-organised documentation is in place to support the playgroups practice and a comprehensive operational plan supports the smooth running of the setting. Adult to child ratios are high ensuring children receive good levels of support and attention when needed. Staff are deployed effectively and are aware of their roles and responsibilities. Detailed records are kept on each child ensuring their needs can be met effectively. Children, staff and visitors are recorded daily providing an accurate record.

Leadership and management of the nursery education is satisfactory. The committee and staff are dedicated to provide a happy and safe environment for the children where their happiness is a priority. The group are always striving to improve and have lots of plans for future development. For example, staff appraisals will take place in the new year to ensure staff have the opportunity to reach their potential through training and development. Improvements to the outdoor area are planned to provide the children with extended play opportunities. The

committee recognise individual staff's skills within the team and identify the strengths of the group as being the staff's friendly and relaxed attitudes enabling children to settle quickly and confidently. The nursery education is monitored and evaluated by the staff with the support of the local authority, working in partnership to benefit the children.

Overall children's needs are met.

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

At the last inspection the setting was asked to ensure that children, especially the more able, were organised so that they are engaged in purposeful play throughout the session. This has been addressed fully by providing a stimulating learning environment where children have choice and can access the whole range of equipment throughout the session.

### **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 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 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):

- ensure staff are aware of parental wishes, this refers to parental consent forms
- develop an action plan to demonstrate how fire drills will be carried out to include all staff and children
- develop an action plan to ensure there is a suitably qualified, named deputy who is able to take charge in the absence of the manager
- develop and extend the ways in which children can widen their awareness of their community and social and cultural diversity
- ensure the outdoor area is secure and children cannot leave it unattended.

#### **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):

- provide more opportunities for parents to be involved in sharing their child's progress and records.

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)