

Coaley Village Playgroup

Inspection report for early years provision

Unique Reference Number	101562
Inspection date	04 October 2007
Inspector	Shirley Ann Jackson
Setting Address	Coaley Primary School, The Street, Coaley,, Dursley, Gloucestershire, GL11 5EB
Telephone number	01453 890 443
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Registered person	The Trustee's of Coaley Village 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 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?

Coaley Playgroup opened in 1994. It operates in the playgroup room and hall at Coaley Primary School in Gloucestershire. The playgroup serves Coaley village and surrounding areas.

There are currently eight children from two to three years on roll. This includes four children who are in receipt of education funding. Children attend for a variety of sessions.

The group opens on Tuesday, Wednesday, Thursday and Friday during school term times. Sessions are from 09.00 to 12.00. There are no children currently attending with learning difficulties or disabilities or who speak English as an additional language.

Children are cared for by a staff team of three. Of these, all have 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 follow established routines to begin to learn about positive hygiene practices. They confidently ask staff when they need to use the toilet and are escorted through the school. Children line up willingly to wash their hands before they eat snack or to cook. However, staff do not routinely talk to children about the reasons for washing their hands. Children's health is supported as a first aid box is readily accessible and procedures are in place for recording accidents and administering medication. However, only one member of staff holds a current first aid certificate and she does not work at every session. The group then have to rely on a trained member of staff in the school.

Children are offered a good variety of healthy and nutritious snacks during their time at the group. Parents are encouraged to bring in a contribution for the children to share. This appears to work well and is a useful way for parents to become involved. Staff do not routinely talk to the children about the food they are eating and why it is good for them. Drinking water is freely accessible for the children to independently help themselves.

Children move freely around the available space choosing what they want to play with. They have the opportunity to be active at each session, but do not have direct access to the outdoor play areas. When outdoors children play happily on wheeled toys, adjusting the speed and changing direction to avoid obstacles. However, large physical play is not always challenging for the more able children or for children who have particular interests. Children show awareness of their own needs with regard to eating as they tell staff when they have had enough snack. They use one-handed tools and equipment, such as, scissors, building their fine motor skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in premises which are clean and well maintained. The room is made welcoming to children and parents as displays of children's work, photographs and posters adorn the walls, although many are at adult height. The room is secured when all of the children are present. This ensures that children cannot leave un-noticed and prevents unauthorised entry. Children are able to move freely and safely around the room as staff have identified and minimised potential risks. Staff supervise the children effectively as they play indoors and outdoors.

Children play with a good range of toys and resources. These are good quality, well maintained and suitable for the age and stage of the children's development. However, children's choice is limited to what staff put out before they arrive. One table is left empty for a child's choice but other independent access is limited.

Children's welfare is adequately supported as one member of staff holds a current child protection certificate. However, she is not present at every session. There are clear procedures in place for staff to follow, including contact details, if they have concerns about a child in their care. A child protection policy is in place and is shared with parents. This helps to ensure that children are safeguarded.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settle well at the group with effective support from staff. Children build positive relationships with staff and with friends at the group. They make some choices in the resources which are made available to them. Children are interested in a suitable range of developmentally appropriate indoor and outdoor activities.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a suitable knowledge of the Foundation Stage and an adequate understanding of how young children learn and progress. The play leader and another member of staff are new to their roles. They took over the previous planning for the first few weeks but are keen to adapt this to their own method. Current plans are brief and do not link focused activities to the stepping stones, outlining what they hope children will achieve. Plans do not show differentiation, consequently, some activities do not pose a challenge to the more able children. Staff are keen to follow children's interests and to offer activities which will encourage them to move from more familiar resources. Children show interest in a range of first-hand activities, which over time will cover all areas of learning. Overall, children make sound progress in their learning given their capability and their starting points.

Children confidently talk to familiar adults and their friends. Some children begin to use more complex sentences, for example, making up their own stories during small world play. Older children talk activities through, reflecting on and modifying what they are doing. Some children are beginning to distinguish one sound from another as they listen to staff saying the initial letter of their names. More able children are able to show awareness of rhyme, but staff do not build on this. Children handle books carefully, hold them the correct way, turn the pages and have favourite books. They draw and paint, sometimes giving meanings to marks. However, children are not routinely encouraged to name their own work.

Children show an interest in numbers and counting, for example, counting the number of children present. They willingly attempt to count, with some numbers in the correct order, such as, the number of letters on their name card. Children use size language such as 'big' and 'little'. They observe and use positional language. Children were measured by a member of staff and then they compared how tall they were. Challenges are not always in place for more able children during daily routines and activities.

Children show an interest in the way things happen and how things work, such as, the items in the play first aid box. Some children talk about what is seen and what is happening. They begin to try out a range of tools and techniques safely, for example, using scissors effectively. Children remember and talk about significant things that have happened to them and some can describe significant family events. They have opportunities to notice differences between features of the local environment as they go on outings to a nearby woodland.

Children begin to differentiate colours, such as, talking about the colour of their underwear. They have the opportunity to make three-dimensional structures as modelling with re-cycled materials is available at every session. Children join in with favourite songs. They sing a few simple, familiar songs. Children use available resources to create props to support role play. They engage in imaginative play based on their own first-hand experiences, such as, having injections.

Helping children make a positive contribution

The provision is satisfactory.

Children learn about cultures and diversity through celebrating different festivals. The group has a suitable range of resources which reflects positive images of the wider community. This helps children to develop a positive attitude to others. The member of staff with responsibility for supporting children with learning difficulties or disabilities has not attended training to support her in this role.

Children settle quickly into the group and are keen to start their play. They separate from their main carer with confidence. Children show curiosity and have a strong exploratory impulse, such as, exploring the contents of the play first aid box. They talk freely about their home, for example, talking about the photographs of their families which staff displayed on a board for them to see. Children feel safe and secure and demonstrate a sense of trust, for example, giving a member of staff a hug and saying 'I really like you'. They demonstrate a sense of pride in their own achievement, for example, their paintings and other artwork.

Staff are positive role models for the children. They have a calm, quiet and re-assuring manner which children follow and behaviour is generally good. Staff use praise and encouragement which helps to build children's self-esteem and promotes positive behaviour. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. Parents are given a prospectus when they first contact the group. This contains brief information on the curriculum followed and what the group offers. When their child starts they are asked to look through the group's policy folder. Information is shared between parents and staff through the notice board, regular newsletters and informal chats. Parents opinions are sought through a regular questionnaire to ensure that the care provided meets children's needs. Parents are involved in their child's learning by helping on rota duty and by sharing library books which can be changed as often as children want.

Organisation

The organisation is satisfactory.

There are sound procedures in place for appointing and vetting new staff. The person in charge is appropriately qualified to lead the group. She is supported by a willing committee and a small staff team. The staff team are well qualified and they are keen to update and extend their knowledge through training. This aids their professional development and benefits the children attending the group.

Staff work well together as a team and are clear about their roles and responsibilities in the group. They make mostly good use of the available space, time and resources. Organisation of the available space does not always encourage children to independently select resources to play with. Staff are available if children want to involve them in their play but they also know when to stand back and let the children lead. This gives children support in their play and learning.

All legally required documentation is in place, well maintained and available for inspection. The daily register provides an accurate record to children's times of attendance. The group's registration certificate is clearly displayed so parents have information about the conditions of registration. The group's policies and procedures are in the process of being updated.

The leadership and management of the setting is satisfactory. The newly appointed play leader is still settling in to this new role. She is being supported by visits from a mentor from the local authority. The play leader has brought many new ideas to the group to help to engage with parents, ensuring that they all have the same aims for the group. Areas identified at the last inspection have been addressed positively, building on children's skills. Monitoring and evaluation of the nursery education offered is still in its infancy, due to the new staff team and children attending. The group has built positive links with the school where they operate, easing the transition of children in to school. Overall, the setting meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the group agreed to; further promote children's independence by involving them in serving the snacks.

Children's independence skills are promoted as they help to pour their drinks at snack time.

Complaints since the last inspection

Since 1 April 2004 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 at least one member of staff at every session holds a current first aid and child protection certificate
- ensure that the member of staff designated to support children with learning difficulties or disabilities is appropriately trained for this role
- continue to update the group's policies and procedures

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):

- ensure that more able children are sufficiently challenged particularly in literacy, maths and physical development
- ensure that plans clearly identify what children are expected to learn and are linked to the stepping stones
- ensure that nursery education is monitored and evaluated to help each child to move on to the next stage in their learning

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