

Kegworth High Street Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	226221
Inspection date	05 December 2007
Inspector	Alison Putnar
Setting Address	Methodist Church, High Street, Kegworth, Derbyshire, DE74 2DA
Telephone number	07511 907325
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Registered person	The Trustees of Kegworth High Street 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 good. 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?

Kegworth High Street Pre-School Playgroup opened in 1980 and is committee managed. It operates from church premises using two ground floor rooms and connecting corridor at the back of the property with access to an entrance hall, kitchen and toilets. A secure area to the side of the building provides opportunities for outside play. It is situated in the centre of Kegworth and serves the local community and surrounding villages.

There are currently 27 children on roll. The setting is in receipt of nursery education grant funding and 21 of the children attending access funding. Children attend a variety of sessions. The setting supports children with learning difficulties and/or disabilities. In addition children attend who speak English as an additional language. The group opens five days a week during school term-times. Sessions are from 09:00 until 11:45. There are seven staff who work with the children. Over half have early years qualifications to NVQ level 2 or 3.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children are cared for in a clean and hygienically maintained environment. Staff follow stringent cleaning routines, policies and procedures. Children importantly understand good hygiene practices. They independently wash their hands in preparation for snack time. Colourful photographs and pictures remind the very young children of good routines at toileting times fostering their independence. Individual clean towels are provided for each child; these are laundered each day to reduce the spread of germs. Children's well being is supported as staff follow appropriate procedures when dealing with accidents and administering any medications. Information is recorded accurately and shared with parents to ensure continuity in children's care. Comprehensive information is obtained from parents and recorded in terms of children's medical needs. This ensures that children receive appropriate care and attention in the event of more serious accidents and that dietary needs in terms of allergies are catered for.

Children benefit from the healthy snacks and refreshments provided. Milk and water is available throughout the session to ensure children remain well hydrated. Children understand their bodily needs and ask for a snack when they are hungry; this is willingly provided by staff. In addition a routine snack time is provided where all children come together. At this time they are able to choose from a selection of healthy snacks. These include a good variety, bread sticks, fresh fruit and cheese cubes. Pictures and written labels of the snacks are displayed supporting children's early reading. This system also effectively enables children with less developed language to make their choice. Children take part in exciting activities to learn about healthy foods and where they come from. They prepare vegetables to cook soup, taste honey and learn about how it is made and develop independence skills as they spread their own toast. Excellent opportunities are provided for children to experience different tastes as snacks also include foods from a wide range of cultures.

Children have excellent opportunities to benefit from the fresh air and physical exercise. They explore outdoor play during all weathers as the setting have gathered a good range of resources to support this. Wellington boots and umbrellas are available to enable children to explore the rain and the feel of blustery weather. Staff are skilled at using language to encourage children to understand about the effect of exercise on their bodies. After a vigorous movement session children talk about 'now feeling warm' on a cold day. Children develop a wide range of physical skills as they use a range of resources for climbing, balancing and movement. Staff value the importance of physical play. They clear the indoor room and make provision for music and movement sessions when the outdoor area is unsuitable to use, for example on icy days.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children remain safe as they are constantly and effectively supervised; staff are extra vigilant at departure times to ensure children are collected by known adults. Clear safety procedures are implemented to ensure the premises are safe before children attend. Children enthusiastically come into the pre-school as staff work hard to create a welcoming environment for them. The rooms are transformed, with displays of photographs, children's art work and information for parents. Stimulating activities are set out and children access a varied selection during the week. Most have good opportunities to choose from resources to extend their play and ideas. For example, a trolley with a range of drawing, sticking and collage materials is positioned next

to the mark making table to enable children to freely access equipment to create pictures using their own ideas. Equipment and toys are well maintained and suitable for the age accessing them to ensure children's safety. The building is adequately maintained and heated, staff are vigilant to monitor this and ensure a comfortable environment is provided. Activities are positioned in a variety of ways enabling children to access in small groups.

Children begin to learn about keeping themselves safe. Worthwhile planned activities support this area of development well. Children practise safe road crossing when out on trips in the local area. They have opportunities to independently practise this in the safely enclosed outdoor play area as they use a toy zebra crossing, bikes and stop and go boards. In addition children experience using real tools as they prepare a soup at snack time using knives and vegetable peelers. Staff monitor and supervise these activities very closely to ensure children's safety and seize opportunities to talk to the children about safety in the home. Secure procedures are in place to protect children from harm or neglect as staff are aware of relevant child protection legislation. Senior staff have attended appropriate training relevant to their role.

Helping children achieve well and enjoy what they do

The provision is good.

Children are active and involved in the range of play based activities, enjoying their time at pre-school. Younger children develop their confidence as they are well supported by staff that are sensitive to their needs. A new welcome pack is at an early stage of being implemented to further support the youngest children in making a happy start at pre-school. Opportunities for children to make choices about the activities further supports their enjoyment, although, some younger children are not yet fully aware of the range of resources available, somewhat restricting their choice.

Good use is made of space, children have opportunities to freely flow indoors and outdoors, weather permitting. Activities are set up in both areas to foster children's enjoyment, interest and provide wider learning experiences as staff importantly recognise children have different learning styles. A good balance of adult-led and child-initiated activities take place. At time children are split into smaller groups to enable staff to pitch activities at their age and ability, supporting children's developmental progress. The setting plan activities and track children's progress in line with 'Birth to three matters' a framework to support children's development in their earliest years. A varied range of worth-while play activities are provided. Children make progress as they incidentally learn, for example, a group of children compare the size of the toy aeroplanes, using mathematical language correctly to order and size them. The staff engage in play and are enthusiastic, supporting children's language skills as they use an appropriate range of language themselves. Children's personal independence skills are well supported as they learn to independently use the toilet, dress themselves for outdoor play and feed themselves at snack time.

Nursery Education

The quality of teaching and learning is good overall. Senior staff have a secure understanding of the Foundation Stage and how children learn. They use this to plan an effective learning environment. Adult-led practical play activities that cover all six areas of learning equally are provided. Topics are planned in response to children's interest, encouraging them to be active learners. A topic on dinosaurs captures children's interest. They explore many learning areas, developing language and early reading skills as they use books to research different types of dinosaurs and listen to stories with a dinosaur focus. They explore knowledge and understanding

of the world as they make plaster casts of dinosaurs' feet and compare the tracks made. They explore fossils and dig for remains in the sand and clay being 'palaeontologists' for the day. Children's creativity is supported as they join and construct with a huge range of recyclable materials and use paint, dough and clay to form models and pictures. The enthusiastic teaching motivates children so they are keen to learn and most make good progress. Systems of assessing and tracking children's progress are satisfactory, but sometimes inconsistently completed, potentially preventing children from making maximum progress and building on the skills they already have.

Staff manage children's behaviour in a supportive and consistent way. As a result, children understand the expectations for behaviour which enables learning to take place. Children understand that at story time they need to listen, as a result, all sit well and enjoy the flow of the story without interruption. Staff are effective at providing an environment that is interesting and reflects the background of the children who attend. Very effective support systems are in place to ensure that children with disabilities or learning difficulties are fully involved in all aspects of the pre-school provision. As a result, these children make good progress in relation to their individual starting points.

Children are happy and enjoy coming to the setting. they are confident to share their ideas and to talk to staff and other children both during large and small group activities. Children demonstrate good personal and social skills as a result of this welcoming and supportive environment. Children willingly share and take turns, with younger ones appropriately reminded by staff. Good relationships are developing, children play together and invite others to join their games. A child independently offers an umbrella to a younger one and shows pride as she is warmly praised by nearby staff. Children are very well mannered in the setting.

Children remain active as they are able to play both indoors and outdoors. A group enthusiastically engage in a painting activity outside, watching as the wind blows powder paint off their spoons into a puddle on the ground. They use brushes to mix colours and expand their creations, exploring and investigating the results. Practical activities enable children to explore mathematical concepts in a fun environment. They learn to recognise numbers to ten through visual aids and planned activities. Children in a group hold a number label and enjoy throwing a soft ball to their friend, calling out the number as they throw. This also supports their physical skills of throwing and catching and social skills of taking turns fairly and equally.

Appropriate opportunities are provided to support children in developing early reading and writing skills. Rhythmic activities are provided to help children develop an early understanding of rhyme and rhythm. They access practical activities such as drawing in sand and using single handed tools to support their early writing skills. They begin to recognise their own name at register time and recognise other familiar words and develop an understanding of the use of written text through signs and labels displayed in the setting.

Helping children make a positive contribution

The provision is good.

Children at the setting are polite, well behaved and respectful of each other's needs. Those new to the group are supported to feel a sense of belonging as staff take time to get to know them. A new welcome pack enables children to bring special items from home to support staff in getting to know them and provide a talking point and item of comfort for the individual child. In addition activities are planned to help children to get to know others in the group and

fosters the development of friendships. Children respond well as those more confident enjoy 'helping' those new to the group.

Children become aware of their local community and the wider world through planned activities. They enjoy trips in the local area to the library, local shops and school, supporting those in a smooth transition as they reach school age. Behaviour is very good in the setting. Sensitive and consistent techniques are used to promote and encourage good behaviour. Posters and pictures are displayed that help children to understand the expectations of behaviour, such as sharing, being kind and taking care of each other and resources. Staff offer meaningful praise regularly, as a result, children are keen to demonstrate their good behaviour. Children's spiritual, moral, social and cultural development is appropriately fostered.

Toys and resources reflect positive images of our diverse society and are used to support children to develop a positive attitude to others. Children understand that others have different needs to themselves. Many use signing and gesture as a way of communicating with those in the group with less developed language skills or those who speak English as an additional language. Staff work closely with parents and relevant professionals to ensure the individual needs of all children are met. Effective systems are in place to help all children to understand the routines of the session; this is achieved through pictures and photographs of relevant activities during the session. All children are well supported as the numbers of staff to children are high.

Parents are well informed about policies and practices at pre-school through the useful information provided in the prospectus. Records relating to individual children include relevant detail and are updated as required. This ensures staff care for children in line with parents' wishes. The partnership with parents and carers of funded children is good. Some outstanding and interesting systems are being implemented to help parents to be involved in continuing their children's learning at home. These have yet to be accessed by all and so are not yet showing maximum benefit to children's learning. Laminated cards are provided for parents, to enable them to see the activities that are provided at pre-school, these include practical play activities to try at home linked to the pre-school topic. 'Beet baby' a soft toy, complete with sleeping bag and a treasure for the child, can visit the family for the weekend and join in the weekend activity. Children are then encouraged to draw pictures or verbally share experiences back at pre-school, supporting language and fostering positive links between home and pre-school. Good information is provided for parents about the education curriculum. Children's development records are shared periodically at parents evenings, providing opportunities for discussion and to plan together for children's next steps in development.

Organisation

The organisation is good.

Children are well cared for by staff who have relevant experience and qualifications. Secure recruitment processes are in place to ensure children remain safe whilst in the care of the staff. All have taken part in appropriate vetting procedures. A comprehensive induction package ensures staff are competent in their roles. Policies, procedures and written records required for the safe and efficient running of the setting are in place. A few lack the necessary and relevant information to fully ensure children's safety. The staff structure ensures that an appropriate number of qualified and experienced staff are available at each session. Required ratios of adults to children are exceeded, ensuring all children receive the attention and support they require. A good proportion of staff hold first aid qualifications to ensure there is always someone appropriately qualified to support children in the event of accidents. Space is used

effectively to offer a balanced range of activities indoors and outdoors, with space for active play and quieter restful activities as needed.

The leadership and management is good. Staff work well as a team, sharing skills and experiences. Senior staff act as positive role models to support those less experienced in being competent childcare practitioners. Staff appraisals and team meetings are used to identify strengths and address weaker areas in the provision. There is a strong sense of commitment to continually improving the care and education for the children. Staff attend regular training both internally and externally and take on board advice from relevant professionals. They are proactive in making positive changes for the benefit of all children. Overall, the setting meets the needs of the children who attend.

Improvements since the last inspection

At the last care inspection the setting agreed to improve aspects of their documentation in relation to records of children's attendance and systems for obtaining written permission from parents to seek medical attention in an emergency. These aspects have been fully addressed promoting children's safety and welfare. In addition the setting agreed to review the policies for behaviour management and dealing with complaints. The behaviour management policy now includes bullying ensuring staff are able to support all children and managed behaviour consistently. The complaints procedure has been updated but includes some inaccuracies, as such, this forms part of a recommendation for improvement following this inspection.

At the last education inspection two points for consideration were raised. The first was to develop use of assessment to include staff and parent observations and identify individual learning targets for children. This has been implemented for some children helping them to make maximum progress in development. However, due to changes in staff this process is not consistent for all children and as such remains an aspect for further improvement following this inspection. In addition the setting agreed to review planning to include outdoors taking all areas of learning into consideration. The setting have addressed this issue very well. Children have many opportunities to access the outdoor area. Here, as well as developing physical skills, they develop in other areas of learning. For example, their creativity is developed as they paint and chalk on the large slab areas and join in a marching band. They grow plants and explore aspects of the natural world developing knowledge and understanding of the world. Mathematical concepts are explored as they use different sized containers when playing with lentils and count how many spoonfuls it takes to fill a small pot. During good weather resources such as books are provided outdoors to further support early reading skills.

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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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):

- provide wider systems to support younger children to freely select from the available resources, further promoting their independence
- review and update the complaints procedure and the uncollected children procedure and improve the system for storing and retaining records of accidents.

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):

- implement a consistent system for assessing and recording children's development progress, ensuring all records are updated regularly and consistently and the information used to inform future plans of activities to enable all children to build on the skills they already have.

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