

Sutton On The Hill Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	206883
Inspection date	14 March 2008
Inspector	Dianne Lynn Sadler
Setting Address	Sutton On The Hill Village Hall, School Lane, Sutton-on-the-Hill, Ashbourne, Derbyshire, DE6 5JA
Telephone number	07796760674
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Registered person	Sutton-on-the-Hill Pre-school 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?

Sutton on the Hill Pre-school opened in 1973 and operates from the village hall. It is situated in a rural village location and serves a wide catchment area. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each week day from 09:15 to 12:00 term time only. All children share access to a secure enclosed outdoor play area.

There are currently 44 children aged from two to five years on roll. Of these, 24 children receive funding for early education. Children attend for a variety of sessions.

The pre-school employs five staff. Of these, three hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for appropriately in a clean, tidy environment. They stay healthy and thrive because staff follow clear policies and procedures which reflect current environmental health

and hygiene guidelines. Procedures, such as staff checking the bathroom is clean and recording the information on a daily check list, helps reduce the risk of infection. Children are learning to understand and are becoming aware of simple health and hygiene practices, which are promoted through the appropriate support and guidance given by adults. For example, children wash their hands with anti-bacterial soap before snack times and after toileting, using their own individual towels to dry their hands. Children receive appropriate care when they have an accident or become ill. Some staff have received appropriate first aid training and there are sufficient procedures in place for the management of medicines. However, written permission is not obtained from parents to seek emergency medical advice or treatment. This potentially compromises children's safety and welfare.

Children are sufficiently well nourished. Laminated cards are displayed showing the snack for the day which are varied and mainly healthy. For example, children select a buttered cracker or crumpet and fruit such as apples and grapes. Children's independence is being fostered well at this time and they enjoy a sociable snack time sitting and chatting to friends and adults. Children also enjoy drinks which include milk and can access fresh water throughout the session. The dietary needs of children are discussed with parents and recorded, ensuring that children have their needs met appropriately.

Children are learning about the importance of a healthy lifestyle through some well-planned activities which include food and hygiene. They also enjoy fresh air and exercise at every session. For instance, children access the interesting outdoor play area where they benefit from riding bikes, trikes and scooters and enjoy climbing on large apparatus. They also enjoy going on trips in the community to places such as Sudbury Hall. Children are able to rest and be active according to their needs. For example, they can select quieter activities such as reading books or sitting at the computer.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for appropriately in a welcoming and safe indoor and outdoor environment which is calm and relaxed. This helps them feel secure and comfortable. They move around with ease from activity to activity and there are good procedures which helps them to settle and feel confident. All hazards have been identified and minimised, which protect children from the risk of accidental injury. However, there has been no recent risk assessment carried out on the premises and equipment, which potentially compromises children's safety.

Children use suitable and safe furniture, equipment and play resources, appropriate to meet their different needs. Most resources are easily accessed by children, which helps to develop their independence. The fire evacuation procedure is clear and practised by children every month. This helps children learn how to keep themselves safe.

Children are protected from harm because staff have received recent child protection training and have a sufficient understanding of their role in child protection. They know what action they are required to take if they have a child protection concern about any of the children. However, children's welfare is potentially compromised because the written child protection policy is not appropriate. It has not been revised in line with new legislation and does not include a procedure to be followed if there is an allegation made against the staff or volunteers.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time in the setting and benefit from positive relationships with both adults and each other. Children are settling well and are sufficiently developing their confidence and self-esteem. Some children arrive keenly and enthusiastically seek their favourite resources and toys. Those who are unsure and upset are comforted by caring staff who encourage them to join in and play. Children benefit from a relaxed and stimulating environment in which most are happy, content and secure. They benefit from seeing their work displayed and most resources are easily accessed. Children enjoy a broad range of activities and imaginative experiences which positively supports their development and learning. Most children concentrate well whilst making animals out of play dough and when sitting at the computer. They develop their imagination whilst playing in the role play area, pretending to spread their crumpets with melted butter and naming different fruits such as a pear and orange. Children develop their physical skills when using the bikes, trikes, scooters and dolls' pushchairs outside.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the Foundation Stage and a sufficient understanding of how young children learn and progress. As a result, most children are motivated and keen to learn and are making satisfactory progress towards the early learning goals. Staff use a reasonable range of teaching methods to maintain children's interest. Staff know that the children learn better when they are happy and relaxed and ensure children are sufficiently well settled before they concentrate on their learning. Staff sit with children, ask questions and offer support when needed, therefore developing secure relationships. Staff effectively help raise children's awareness of the community and the wider world and there is a sufficient range of resources to promote this. The playgroup session is organised sufficiently well. Children benefit from participating in structured activities and are able to initiate their own play and develop their own ideas for some of the time.

Staff plan a broad range of activities under each area of learning and activities are repeated to enable children to consolidate their learning. However, not all aspects within the six areas of learning are adequately covered on a regular basis. This may compromise children's learning in some areas of learning. Staff have a reasonable understanding of the learning intentions for children within most activities. The assessment procedure is not sufficient. Staff record observations they make on children's development and organise the observations in the children's development files under each area of learning. However, the development records do not clearly show the children's progress within each area of learning, covering all aspects. Therefore staff are not effectively evaluating children's progress. The information gained is not fully informing the next steps planned for children, which may not be appropriate and the development records do not clearly show the children's starting points as they enter the Foundation Stage. This may compromise the progress children make.

Most children are interested and engaged in their play as they select and carry out activities. New children are developing their confidence by trying new activities and all are learning to concentrate appropriately. They assume responsibility for their personal care and their independence is being effectively developed. For instance, they select their own snack items and older children pour their own drinks. All Children are learning to understand between right and wrong. They are learning to share, take turns and work as part of a group. Some children seek out their friends, calling them over to join in with a role play activity. Others wait patiently for their turn at the computer. This effectively develops positive relationships. Children enjoy

visits from people within the community such as the police and a farmer with his piglets, this gives them a sense of community. Most children communicate well with staff making their needs known through expressive language or by gestures. Most children can speak clearly and confidently, sharing their experiences. They use language for thinking during role play situations. For example, when asked what they are going to put on their crumpets in the home area one child answers 'melted butter'. This helps to develop their self-esteem and confidence. Children benefit from seeing print in the environment and show a good interest in books. Most children concentrate well sitting on the mat reading a book about Noah's Ark whilst playing with small animal characters in a large wooden Ark. Most children recognise their names on name cards as they enter the playgroup and at snack time on their attractive placemats. All children attempt to write their names to label their work and older children clearly write recognisable letters of their name, correctly formed.

Children benefit from seeing some numbers displayed in the environment and confidently recognise numbers for counting in their play. For instance, children at play discuss their age and a three-year-old selects a card with the number three on it. They are also developing an understanding of more than and less than in various ways. For instance, when singing the nursery rhyme 'Little Jack Horner' children count how many plums are in the pie and how many are left when one is taken away. All Children are recognising and recreating simple patterns. For instance, they copy Rangoli patterns for Diwali and they explore the pattern of the spots on a ladybird. Children develop an initial sense of time. They discuss events at home such as watching 'Peppa pig' on the television. However, there are limited opportunities for them to develop a sense of place. All children explore and investigate objects and living things using their senses and imagination. For instance, they explore honeycomb and bees and find out where tea is grown. Children enjoy observing tea bags through magnifying glasses and observe the changes that occur when tea bags are placed in hot water.

Effective use of the indoor and outdoor space helps children develop their physical skills. All children move confidently when negotiating their way around the playgroup from activity to activity. They access resources such as bikes and scooters every session outdoors, which also develops their skills. They are developing a sense of space as they build a pirate ship out of large boxes and climb in and out safely. Children are learning the importance of staying healthy and inform staff in the role play area that a pineapple is good for your teeth. However, there are limited opportunities for children to recognise the changes that happen to their bodies when they are active. All children are learning to use small and large equipment well. They use one-handed tools competently as they draw pictures of animals using pencils and cut them out with scissors. All children enjoy exploring different media and materials and are able to express themselves freely through creative activities. For instance, they enjoy making sheep out of clay and different animals using play dough. All children enjoy exploring music and movement especially at the music workshop once a week. They are able to explore different sounds, repeating them using a variety of instruments. All children use their imagination in a variety of ways. For instance, a four-year-old picks up a pear in the role play area and states 'I like pear', communicating his thoughts and feelings well.

Helping children make a positive contribution

The provision is satisfactory.

Effective relationships with parents ensure the staff know the children well, therefore children receive appropriate care consistent with home. Parents complete a registration form and the 'Child's Profile' form which details information about children's care and development needs, preferences and cultural and religious needs. Parents benefit from an informative notice board

and regular newsletters. They also receive an informative prospectus and have access to all policies.

Clear policies work effectively in practice to promote equal opportunities for all children. They enjoy positive relationships with the staff and with each other. Children feel a sense of belonging as they are greeted warmly by staff as they arrive, which enables them to enter the setting and separate easily from their carers. Younger children who are upset and new to the setting benefit from a well thought out procedure which encourages parents to stay and participate in their children's settling in. Children are fully included, valued and respected as individuals and have their individual needs met appropriately. Staff are aware that some children may have disabilities and/or learning difficulties and understand the importance of working in partnership with parents and other professionals to promote the welfare and development of the child.

Children are being made aware of the wider society. Staff ensure that the resources positively represent the children who attend as well as the wider world and children are made aware of all celebrations and festivals. For instance, children dress up and dance to acknowledge Diwali and enjoy making Rangoli patterns.

Children's confidence and self-esteem is being developed appropriately by staff with the use of praise and encouragement and children's work being displayed or proudly taken home. All children are learning to understand responsible behaviour. They are learning to take turns and share play resources. Children's spiritual, moral, social and cultural development is fostered. The behaviour policy is sufficiently well written, understood by staff and effective in practice. Therefore, children's behaviour is managed appropriately, promoting their welfare and development.

The partnership with parents and carers of funded children is satisfactory. Parents receive appropriate information about the educational programme provided and the six areas of learning. The Foundation Stage curriculum is included in the playgroup prospectus. In addition, they receive information about the planned topics through regular newsletters and are given suggestions of activities that can be completed at home. This keeps parents up to date with what their children are doing and learning and helps parents support children's development at home. Parents are also actively encouraged to become involved in their child's learning in meaningful ways within the setting, helping children to make a positive contribution. For example, parents work on a rota basis in the playgroup and are invited to special events such as the Diwali celebrations. Parents are sufficiently well informed about their children's progress and achievements. They can speak to a member of staff at any time and at the end of the year benefit from receiving a report and attending a formal meeting with their children's key worker. However, the procedures to receive information from parents about their children's development observed at home on a regular basis are not yet fully effective. Consequently, parents are not fully contributing to the assessment procedure and the next steps planned for children's learning may not be appropriate.

Organisation

The organisation is satisfactory.

Children are cared for appropriately by staff who are suitably experienced, well established and committed to their well-being. Staff work well as a team, providing a stimulating and interesting environment conducive to the care, teaching and learning of all children. The ratio of adults to children is good enabling staff to work closely with children and carry out a successful settling-in procedure. This helps to establish secure relationships. The recruitment procedures

are clear and there is a sufficient induction procedure and annual appraisals to ensure that staff are fully aware of their responsibilities towards children. There is a vetting procedure to ensure staff are suitable to care for children, however it is not sufficient. There is no system in place to check that staff remain suitable to care for children. This potentially compromises children's safety and welfare. The level of qualified staff working with children is adequate and there is a commitment to ensure staff develop their skills and knowledge by attending training courses. This has a positive impact upon children's care and experiences. Records and documentation in place are available for inspection and shared with staff and parents, although some policies and procedures are not updated or effective in practice.

The leadership and management is satisfactory. Staff are well motivated and have developed a supportive team approach, aiming for good quality education for all children. There is clear leadership within the setting. The supervisor offers appropriate guidance and is committed to improving nursery education. The monitoring and evaluation of the nursery education provision and quality of teaching is sufficient. There are suitable systems in place for the supervisor and committee to observe and monitor the teaching and children's learning. This helps to improve practice and positively supports children's learning and progress.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Care.

At the last inspection the playgroup agreed to: ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice; ensure that the risk assessment of the premises includes an action plan with timescales and ensure that all adults caring for, or having regular contact with children, submit to the required vetting procedure.

Children now have access to a suitable range of resources and activities that promote equality of opportunity and help them learn about the wider world. The supervisor conducts a risk assessment of the premises which includes an action plan with timescales. However, children's safety may be compromised because a risk assessment has not been carried out recently. Adults caring for children submit to the vetting procedure, but children's safety and welfare may be compromised because the vetting procedure is not sufficient. It does not include a procedure to check whether adults caring for children continue to be suitable to do so.

Nursery Education.

At the last inspection the playgroup agreed to: review assessment records to ensure they cover all aspects of learning and use to inform planning and provide sufficient challenge for the more able children; develop planning to link learning outcomes to activities and ensure plans for focussed activities identify differentiation and extension of ideas; share information with regards to the children's progress with parents to enable them to contribute and provide more opportunities for children to develop skills in problem solving, linking sounds and letters and develop a sense of time.

The playgroup has reviewed and changed the procedure for assessing children's development. However, the new procedure is still not effective in practice and needs further improvement. Consequently, children's progress is not being effectively evaluated and the information gained is not fully informing the next steps planned for children, which may not be appropriate. The

progress children make is shared appropriately with parents, however, there are less opportunities for parents to share observations they make at home and therefore do not effectively contribute to the assessment procedure. Staff now effectively plan activities to ensure that learning outcomes are linked appropriately to children's outcomes and therefore all children are included and are being sufficiently challenged. They also ensure that sufficient opportunities are provided for children to develop their skills in problem solving, linking sounds and letters and developing a sense of time. This helps children progress within these specific aspects of learning.

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 the 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):

- obtain written parental permission at time of placement to seek any necessary emergency medical treatment or advice
- ensure a risk assessment is conducted on a regular basis
- review and update the child protection policy in line with legislation and ensure it includes a procedure to be followed in the event of an allegation being made against a member of staff or volunteer
- improve the vetting procedures to ensure all adults looking after children continue to be suitable to do so.

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 assessment records show a clear picture of progress made from when the child enters the Foundation Stage, covers all aspects of learning and is used effectively to plan the next steps in children's learning
- improve further the procedures to share and receive information from parents with regards to their children's development

- provide more planned opportunities for children to develop a sense of place and recognise the changes in their bodies when they are active.

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