

Nayland Playgroup

Inspection report for early years provision

Unique Reference Number	251576
Inspection date	30 October 2007
Inspector	Deirdra Keating
Setting Address	Nayland CP School, Bear Street, Nayland, Colchester, Essex, CO6 4HY
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Registered person	The Trustees of Nayland 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?

Nayland Playgroup opened in 1983. It operates from a temporary building situated in the grounds of Nayland Primary School in the village of Nayland, Suffolk. A maximum of 20 children may attend the playgroup at any one time. The playgroup is open each weekday during term time only. Sessions are from 09.15 to 12.00 each day. A lunch club session is offered from 12.00 to 13.00. Children have access to a secure enclosed outdoor play area.

There are currently 40 children from two to under five years on roll. Of these, 27 children receive funding for early education. Children come from the local area and attend for a variety of sessions.

The playgroup employs six members of staff. Of these, five hold appropriate early years qualifications and one member of staff is currently working towards a qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well because staff follow sound and consistent procedures. A sickness policy that is shared with parents ensures children are protected from cross-infection and cared for appropriately should they become ill. Positive steps are taken to promote children's good health and encourage them to manage their own personal needs. A bright and colourful bathroom with low-level sinks and written prompts encourages children to wash their hands and use the toilet independently. Good explanations from staff encourage children to understand about germs and good hygiene. Children receive good care if they have a minor accident as all staff have first aid training and a well-stocked first aid kit is readily available. However, written parental permission is not in place to seek emergency medical treatment which could compromise children's health in the event of an emergency.

Children have their dietary needs met and increase their understanding of healthy living because staff provide healthy and nutritious snacks that comply with individual dietary requirements. Snacks feature freshly chopped vegetables and fruit with a range of crackers and breads. Staff sit with children and encourage good table manners and conversation. Children have free and independent access to fresh drinking water which ensures they remain hydrated. Children have the benefit of daily fresh air and exercise as the setting has a large grassed outdoor play area. They also go for woodland walks, play games and use the small climbing apparatus.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming environment that is light and spacious. The organisation of space is creative with activities set out in an appealing and attractive way. There are a very good range of resources that are stored for children to access as they choose. Toilet facilities and a kitchen area are readily accessible. Children use a broad range of suitable equipment that is checked and washed during holiday periods. Resources are fun and stimulating and support children's learning in all areas. The premises are safe and secure and there are good systems in place for the arrival and collection of children. A visitor's book is stringently maintained and parents sign children in and out. Staff conduct daily risk assessments and take steps to minimise most hazards. However, the door to the kitchen is not locked which could compromise children's safety.

Children are protected from potential harm by experienced and knowledgeable staff who have attended safeguarding training. Contact numbers are displayed for parents and staff who are aware of their essential role in the protection of children. A confidential record is available and staff have contact numbers ready in the event of a concern.

Helping children achieve well and enjoy what they do

The provision is good.

Children are warmly welcomed by caring staff who are pleased to see them. They settle quickly into the relaxed session where they choose from an exciting range of nicely presented activities and toys. Children who are new to the playgroup are helped settle by staff who are sensitive to their needs. Children all have a named coat peg which they helped to design themselves. A photo gallery of the children is displayed on the wall and also collated in an album giving each

child an individual sense of belonging. Children are busy as they are engaged in a varied and stimulating range of activities that are appropriate to their ages and stages of development. Staff are skilful in making the most of spontaneous activities, which enable children to develop their play and follow their own interests. For example, offering a throwing game for children when they show an interest in throwing. Activities are planned to foster children's imagination. For example, the imaginative area is set up as a space ship with exciting and realistic equipment made by the children and staff.

Nursery Education

The quality of teaching and learning is good. Staff have good knowledge of the Foundation Stage and meet regularly to discuss the curriculum plans. Activity plans for adult-led activities show clear learning intentions that are linked to the stepping stones. All staff are directly involved with the children and work well covering different areas of the two rooms. Staff ask open-ended questions and provide challenging and stimulating activities. They offer sensitive interventions as children recreate roles and experiences that are familiar to them. The session is relaxed and children are able to sustain long periods of uninterrupted play and choose activities that are of particular interest to them. Planning is flexible to provide room for spontaneous activities based on children's current interests. Staff have creatively used resources and displays to provide a rich and stimulating learning environment. An effective key person system works well in the setting. Staff take pride in compiling records and sharing them with parents and carers. The records which are illustrated with photographs are meaningful and show how children are learning and developing. Staff make informed observations throughout the session. These are used to inform records and future plans to ensure that gaps are identified and planned for. This enables children to continue to make good progress towards the early learning goals.

Children are motivated to learn and are becoming increasingly independent. Staff encourage children to manage developmentally appropriate tasks for themselves. This promotes their personal independence and helps them develop new skills. Good use of storage throughout the setting enables children to self-select resources and work independently. Children's behaviour is good as they work as part of a group sharing equipment fairly. Cultural festivals and traditional days are planned for and children are encouraged to respect the views and beliefs of others. Staff display children's work and share their achievements with parents and carers at the end of the session giving children a sense of pride. Children's language development is good, they take turns to speak and listen as they initiate conversations with staff about forthcoming events in their lives. A colourful writing area that has a good range of different resources encourages children to practise their mark-making skills.

Children are generally making good progress in their mathematical development. They enjoy using a range of equipment and activities which enable them to learn about shape, space and weight. Children practise their counting skills in some activities; however, there are not enough opportunities for children to calculate and develop these skills further. Children are beginning to make sense of the world around them by investigating and exploring through real experiences in an interesting environment. A strong emphasis on the seasons and the natural world incorporates visits to the neighbouring woods. This provides an ideal opportunity to observe insects and seasonal changes prompting discussion and questions. Items collected on the walk and other natural materials are investigated by the children who use factual books and magnifying glasses to examine objects and answer questions.

Children have good opportunities to develop their imaginary play and creativity. They freely access the easels where they mix paint and experiment with colour. Children engage in imaginary play in the role play area where they have time to become engrossed in their game. Children are developing good dexterity skills as they use scissors and glue. They are able to move in a range of ways using their bodies on low-level wooden equipment set up inside. Children enjoy using push-along toys and ride-on toys outside, where they learn to negotiate space.

Helping children make a positive contribution

The provision is good.

Children develop a good sense of belonging and are warmly welcomed by staff who know them well. The key person system ensures that the care provided is right for each child's particular needs and interests. Children's work is displayed on the walls, this gives them each a sense of ownership and belonging. Children are all treated with equal concern, this helps them feel valued. Children develop a good sense of community as they visit the local amenities in the village. Different sized groups encourage children to socialise and build relationships with each other. Children learn about other cultures and beliefs through exciting hands-on experiences such as craft and tasting different foods. They celebrate a range of festivals including Diwali, Hanukah and traditional days. Children's spiritual, moral, social and cultural development is fostered.

The setting has a positive approach to caring for children with learning difficulties and/or disabilities. The knowledgeable manager has attended training and has some experience of supporting children with learning difficulties and/or disabilities. Other members of staff are also attending training in order that children with additional needs who attend the setting can be given the best support possible. This is underpinned by a clear policy in line with the required code of practice. Children understand good behaviour as staff follow consistent strategies and are very good role models. Staff have attended training in this area and give children lots of praise and encouragement as they learn to share toys and resources. Any incidents are dealt with sensitively by staff and shared with parents at the end of the session.

The partnership with parents and carers is good. Parents are warmly welcomed and receive good information about policies and procedures. They are asked to contribute to an effective and realistic parental rota. This enables them to see the running of the session and help with the domestic duties. Children's individual key persons work hard to form a relationship with parents to support the child's wellbeing and development in the setting. A very good range of information is displayed for parents and carers regarding the Foundation Stage and how children learn. Weekly activities are displayed for parents and records and profiles are available during an open week. During this week parents are invited in to discuss their child's development and progress towards the early learning goals with staff. A complaints procedure is clearly advertised along with a very good range of information regarding all aspects of the group's practice.

Organisation

The organisation is good.

Children are cared for by experienced and knowledgeable adults who have had all the necessary checks to ensure they are suitable to be with children. Good policies are in place to support staff and ensure their wellbeing. Children are secure as ratios are sufficiently maintained and the environment is organised and welcoming. The leader has a sound understanding of the National Standards and her responsibility to comply with these and the conditions of the

registration. A comprehensive operational plan is well organised and underpins all areas of practice.

The leadership and management is good. The group is led by a dedicated leader who works well with a committed team of long serving staff under the guidance of a management committee. They form a united team who work well together to promote children's care, learning and play. Job descriptions enable them to take responsibility for areas in which they have specific knowledge and training. Staff details are filed and hold all required information including future training requirements. Staff are well qualified and have a good commitment to their ongoing professional development. This is supported well by the management committee. The group have regular contact with a teacher from the local authority. This ensures that the effectiveness of the curriculum planning is monitored and meets the individual needs of the children who attend. The group have good links with the school. Joint activities are planned with the nursery class to aid children's transition into school. All required documentation is in place to ensure that children are looked after according to their parents' wishes. Overall children's needs are met.

Improvements since the last inspection

At the last inspection the provider was asked to develop the complaints procedure and child protection statement to comply with the National Standards. This has been done and both documents have been reviewed and comply with the National Standards.

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 children do not have access to the kitchen area
- obtain written parental permission to seek emergency medical treatment.

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 children to calculate and problem solve during every day activities.

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