

# Hucknall Pre-School Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	253051
<b>Inspection date</b>	05 November 2007
<b>Inspector</b>	Sjertsje Ebbers
<b>Setting Address</b>	The Baptist Church, Watnall Road, Hucknall, Nottingham, Nottinghamshire, NG15 7LD
<b>Telephone number</b>	07813476271
<b>E-mail</b>	
<b>Registered person</b>	The Trustees of Hucknall Pre-School Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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](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 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?

Hucknall Pre-school Playgroup meet in the Watnall Road Baptist Church, which is situated in the town centre of Hucknall. They have use of two rooms with access to appropriate toilet facilities. Adjacent to the main playroom is a secure outdoor play area. The playgroup opened over 30 years ago and provides 30 places for children aged two to five years old. There are 47 children on roll, including 25 children in receipt of funding.

Opening times are Monday to Friday 09:00 to 11:30 and Monday, Tuesday and Friday 12:30 to 15:00 during school term time with a daily breakfast club from 8:15 to 9:00 and lunch club from 11:30 to 12:30. The facility is managed by a committee, most of whom are parents of children attending the playgroup. There are nine regular staff working with the children of whom four hold a recognised childcare qualification and four are working towards a qualification. The group has membership of the Pre-School Learning Alliance, and links with the Early Years Development and Childcare Partnership for support and training opportunities.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children learn to live a healthy lifestyle at the playgroup. They have regular opportunities for exercise in the fresh air. The well-planned outside area allows children to improve their strength, co-ordination and fitness through using a variety of inviting equipment. As a result children are making good physical progress. The funded children move freely with confidence, they pedal around on bikes and enjoy climbing up and under the large climbing frame. Staff help children to become aware of the effects of exercise on their bodies and provide regular opportunities for them to develop their hand-eye coordination. Consequently children have developed good pencil control. Children are well nourished through healthy and nutritious snacks. They get playfully involved in preparing snacks and as a result children are keen to taste cucumber. Children have access to fresh drinking water at all times so they do not become thirsty or dehydrated.

Children's health is promoted well by staff who follow consistent daily health and hygiene practices to minimise the risk of cross-infection. Children wash their hands as part of the daily routine and enjoy singing a song about washing hands. Efficient systems are in place to record minor accidents and clear information is recorded regarding any treatment given. Written consent is obtained from parents prior to any medication being administered. All health records are shared with parents to ensure consistent care is given to their children. Good systems are in place to record children's individual health requirements including allergies and specific dietary needs. These systems ensure that children are kept safe and well.

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

The provision is good.

Children are cared for in a safe and secure environment where they can move freely and safely under staff's supervision. Access to the setting is managed effectively with secure locks and keeping a record of visitors. These systems ensure that children do not wander into other areas of the building. The outside area has clear boundaries and is well-maintained. Children are supervised well while they play outdoors and staff are at close proximity to help them if they hurt themselves.

Staff make good use of the space and organise the activities around children's needs. They encourage children to help tidy away and ensure the floor is free from trip hazards. The area is risk assessed and accidents are avoided as spills are wiped and floors kept dry. Children have access to all the necessary facilities for their care and learning needs. They can play with a good range of toys and equipment that support their all round development. Toys are in suitable condition and staff regularly clean them.

Children are learning how to keep themselves safe. For example, they act out traffic scenarios outdoors with children dressed up as a lollipop lady and traffic lights. They have access to safety helmets and spontaneously wear them while pedalling the tricycles. As a result children are learning about road safety. They regularly practise fire drills with staff to prepare them of how to evacuate in the event of a fire. Children enjoy singing a song about matches and they know to stand clear from flames.

The welfare of children is promoted as staff have a good understanding of child protection procedures. The setting's child protection policy is in line with the Local Safeguarding Board and contains relevant contact numbers to allow staff to refer their concerns.

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

The provision is good.

Children are happy and settled in the welcoming environment. They have a variety of activities readily laid out for them that they enjoy. The children are engaged in play in little groups or in pairs, mostly working independently. They chat amongst themselves while doing the activities and are developing good social skills. Children benefit from the opportunities they have for imaginative play. They enjoy playing with their friends, acting out little scenarios and negotiating their play. For example, they pretend they are bears in a cave while they are outdoors. They enjoy puzzles and construction materials which help them develop their manipulative skills. Staff join in with the children's play at their level and ask them questions. Children enjoy the stories staff read to them and listen with interest.

Resources are well organised and readily accessible to encourage children to make choices and develop independence and staff are beginning to help children to understand the purpose of resources. However, the occasional child plays on their own for longer amounts of time. Staff's deployment therefore does not yet consistently contribute to supporting all children in their play and learning. The activities on offer are planned to provide children with a balance of play opportunities. This ensures children are developing their emotional, physical, social and intellectual capabilities. Their progress is well monitored by staff who make regular observations. They have a good understanding of how children learn and develop and their approach is in line with the 'Birth to three matters' framework.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the Foundation stage and plan the activities around the six areas of learning. They have adopted very good teaching methods that cater for the funded children. Staff know the individual children well and have clearly identified their learning needs and next steps for each child. Activities are easily adapted to meet their individual needs by providing more support where necessary. Staff regularly give extra challenges to further enhance the progress they are making. As a result, the older children are taking in new information at a fast pace. Staff monitor children's development to ensure they are making good progress.

Children in the pre-school are keen and focussed to start learning. Staff regularly make links to children's own experiences and encourage them to share their stories with their peers. This allows children to make connections to their learning at home and at the playgroup and helps them develop a sense of belonging. As they talk about their experiences of hospitals they learn to develop a sense of past and present. Staff help children to develop the sounds of letters and words and as a result they are making very good progress in their communicative skills. Staff build on their expanding knowledge by introducing new words to their vocabulary and explaining what it means at their level of understanding.

Children enjoy playing a game of guessing what is in a box, through clues in a rhyme form. This encourages them to listen carefully and anticipate what sound and word will be following. Children all wait patiently for their turn and successfully complete the challenges. They are regularly asked about shapes and all know what shape a house and a door are. Staff encourage

children to draw shapes in the air while they talk about them so children learn to connect the movement to the shape. They regularly count in their everyday routines and enjoy number songs. As a result they are developing their mathematical skills well.

Children are developing a good knowledge and understanding of the world. For example, they learn about nature and how seeds grow into plants and trees. They enjoy exploring leaves and other objects with magnifying glasses and experiment with holding two of them against each other. They are learning about the effects that magnets have. Children also benefit from the regular opportunities they have to use the computer. They use computer programs independently and develop their technological skills well.

Children enjoy imaginative play and have plenty of activities that enable them to express themselves creatively. They make pictures of themselves and as result learn about themselves and others. As part of a project on Peter Pan they make a treasure map. Children clearly are given freedom to express their individuality which is reflected in their creative work. Consequently, children recognise their creations and feel proud of their achievements.

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

The provision is good.

Parents are welcomed into the setting and staff maintain good levels of communication with them. This promotes continuity of care and ensures that staff have up to date information, enabling them to meet individual children's needs. Parents have access to the comprehensive policies and procedures and receive an informative prospectus about the playgroup. This means that parents are well informed about the care offered to their children at each stage of their development and about the playgroup's business practices.

Children develop a good sense of belonging through their relationships with staff and with each other. Well supported settling in procedures help children to adjust to the playgroup gently and assist staff in finding out about individual needs and routines. Good systems are in place to support children with learning difficulties and/or disabilities and to ensure they are fully included in the life of the nursery. For example, all children are learning simple sign language so that they have tools to express themselves. All children can access the toys and activities on an equal basis. Children learn about the wider world and explore aspects of their identity through access to a suitable range of resources that reflect diversity and through activities and displays that link with cultural and religious festivals in the calendar. For example, children learn about other cultures and traditions with a project on birthday celebrations from around the world.

Children play co-operatively and begin to respect others by learning to share. They help to tidy up and know the sounds that belong to certain rules, such as listening. Their behaviour is managed sensitively by the staff who use methods that are appropriate to individual children's stage of development and understanding. Children's behaviour is understood in context and the focus of the behaviour policy is on promoting good behaviour through lots of praise and encouragement. For example, children who have reached certain goals or have displayed very good behaviour receive a sticker. All other children also receive a sticker for helping to tidy up or sharing. Through this approach, positive behaviour is reinforced and all children develop confidence and positive self-esteem. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of funded children is good. Staff acknowledge that parents are children's first and continuing educators and have established strong links between home and the playgroup. Parents inform the setting of what children have already achieved at home and this information is used to assess children's starting points. Within the prospectus parents are given some simple teaching techniques so they can help extend their children's learning at home. Parents have access to the planning and can see and contribute to their children's development records. These are linked to the stepping stones but sometimes lack written observations or further detail to help parents fully understand where their children are at. A book library has been set up so parents and children can enjoy books at home.

## **Organisation**

The organisation is good.

Children are cared for in a well-organised environment where available space is planned out for the comfort and enjoyment of the children. Some risk assessments are undertaken to ensure the areas accessed by children are safe and suitable for them to play in. Management ensures that staff employed to work with the children undertake rigorous checks so that they are suitable. Staff have the appropriate levels of qualification and experience to plan and provide a range of activities and play opportunities to promote the development of children in all areas. For example, a large majority of staff hold a paediatric first aid certificate which ensures that are well looked after in the event of an accident. Staff are mostly well deployed across the nursery to ensure children are safely looked after, however, at times the organisation of children or their grouping is not effective, with in particular between activities. As a result of this, some children wait for longer periods of time and struggle to sustain their concentration.

The staff team show commitment to increasing their expertise through attending relevant training courses and this is facilitated well by the management. The setting's good practice is underpinned by comprehensive policies and procedures that are consistently implemented by staff to promote the children's welfare. All essential records are in place, are accurate and up to date. Overall the provision meets the needs of the range of children for whom it provides.

The leadership and management of nursery education is good. All children are supported well to achieve their potential by knowing their starting points and working with parents and carers to support them. Staff prepare useful and detailed information about children when they leave for school. This ensures children's developmental needs are taken into account in other settings. Children are clearly developing positive attitudes and dispositions towards their learning and learn at a fast pace. The provision is monitored well to ensure that children make good progress towards the early learning goals.

## **Improvements since the last inspection**

At the last inspection a recommendation was raised to ensure staff's knowledge of policies and procedures is up to date. Staff now have to read and sign a policy each time it is updated to ensure they fully understand them and know the latest procedures.

Two recommendations were raised with regards to nursery education. The setting now has developed an effective two-way system of exchanging information with parents. From the onset, parents share information about what children can already do which helps staff to identify what children's starting points are. Also, since the last inspection children now have regular opportunities to write their names in a range of purposeful activities. They are encouraged to

write their name on a daily basis as part of the register and on their creative works. As a result children have good pencil control and are starting to write some letters and words.

### **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 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 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):

- review staff's deployment to ensure all children are supported in their play and learning
- develop the organisation of children's grouping, in particular in between activities and routines to reduce waiting times

#### **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):

- review children's records to ensure parents are well informed with relevant information about their child's achievements

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)