

# Swinford Playgroup

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY288505
<b>Inspection date</b>	21 February 2008
<b>Inspector</b>	Tracey Marie Boland
<b>Setting Address</b>	Swinford Village Hall, 1 Chapel Street, Swinford, Lutterworth, Leicestershire, LE17 6AZ
<b>Telephone number</b>	01455554560
<b>E-mail</b>	
<b>Registered person</b>	Mandy Jane Tidd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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?

Swinford Playgroup was established in 1990 and changed ownership in 2004. It operates from the village hall situated in the rural village of Swinford. The playgroup serves the village of Swinford and the surrounding area and uses the main hall for physical play as there is no outdoor play area.

The nursery is open from 9.05 to 11.50.

There are currently 17 children on roll. Of these, 11 children receive funding for nursery education. The nursery supports children with learning difficulties and/or disabilities and children for whom English is an additional language.

In total, five staff work with the children. Of these, three have appropriate qualifications to Level 2 or above and one is working towards her qualification. The nursery receives support from a mentor teacher from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children have a good understanding of hygiene routines in place within the setting. They are confident in the daily routines which includes the need to wash their hands after using the bathroom, messy play and before snack time. Staff maintain a clean, hygienic environment and follow consistent routines and practices. Suitable routines are in place for nappy changing although not currently needed. Children's welfare is maintained at times of minor accidents as most staff hold a valid first aid certificate. Detailed health records are completed and shared with parents and they are informed of specific illnesses which mean their child should not attend. Clear exclusion procedures are followed in line with guidance and medication is not given to children whilst at the group.

Children learn about healthy eating and nutrition through discussion about foods that are good for them and have a variety of foods that are healthy and nutritious for their snack, for example, various fruits, bread, milk, water and juice. They talk about foods from different countries and make salt dough fruits such as bananas and pineapple whilst discussing the story of 'Handa's Surprise'. A menu is displayed within the main foyer and also included in the prospectus which is rotated to ensure a good variety of foods are eaten by the children.

Children enjoy physical play and access a good variety of resources that promote their physical development, for example, balancing bars, bean bags, wheeled toys and hoops. Staff and children interact well and children learn to take turns. They learn about the effects of exercise on their bodies and feel their heartbeat to understand the difference movement can make to the way that it beats.

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

The provision is good.

Children's well-being is maintained and safety is addressed throughout the setting. Children use a good range of high quality, well-maintained, equipment which is suitable for their ages and stage of development and routines are in place for the ongoing maintenance and care of these. Concise risk assessments are in place, reviewed and updated annually to ensure their ongoing suitability. Children learn the fire evacuation procedure and take part in practising it regularly. Staff identify potential risks within the setting and take steps to minimise them.

Children are kept safe and secure through the routines and procedures that are in place. Children are only released into the care of a known adult and clear information is held with regard to emergency contact details. Although there is no outdoor play area staff take the children to a local park a very short walk away. Children are supervised appropriately and risk assessments completed prior to any visit taking place.

Staff have a good understanding of the various signs of abuse and neglect and understand their role and responsibility with regard to protecting children in their care. Clearly written policies are in place outlining their responsibilities. However, the child protection policy does not include the current information regarding the Local Safeguarding Children Board, therefore, children's welfare is compromised.

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

The provision is good.

Children are happy, settled and relaxed and are confident within the routines that are in place within the setting. They enter a vibrant environment and are greeted by staff and their friends. They enjoy a wide variety of play experiences including painting, junk modelling, puzzles, books, water and sand play and they use their imagination well in role play.

Teaching and learning is good. Children benefit from an interesting range of planned and spontaneous activities that cover all aspects of the six areas of learning. Planning takes place to ensure children's differing abilities are taken into account and that they are all challenged appropriately. The manager has an overview of the planning and supports the newer members of the team when planning for the children. Information is gained from parents regarding their child's development and starting points. Staff skilfully ask the children questions to encourage their thought processes and encourage them to recall. Excellent interaction takes place and relationships are good.

### **Nursery Education.**

Children interact well with each other and most are confident speakers. They are independent in their own personal care although staff support where needed. Children understand the need to wash their hands during the session and at appropriate times and a four-year-old confidently tells a member of staff she needs to wash her hands as they are 'dirty and have germs on them'. Children learn letters through the use of phonics, for example, playing 'I spy' and relating letters to their names. They enjoy known, familiar books and join in with known phrases, for example, when looking at rhyming text in 'Fox in a box', 'Mouse moves house' and 'Shark in the park'. Children learn to recognise and write their own names using flash cards that they are able to copy or trace over.

Children learn simple addition and subtraction through songs and rhymes, for example, five little speckled frogs, five currant buns and enjoy counting how many children are present each day, identifying how many of those present are boys and how many are girls. There are four girls and four boys, they add the number together and acknowledge there are eight of them and that the numbers of each are equal. Children learn to weigh and measure when completing cooking activities. They use scales, various spoons and equipment and sometimes sell the cakes to raise money for charities. They enjoy growing cress, seeds and flowers and measure how big they become, completing height charts to enable them to compare and identify the differences.

Children use a variety of electronic equipment including the computer using the mouse with skill, confidence and ease. They move in and out of games and programmes and the younger members of the group support and encourage the younger members. Children learn about the living world and look for minibeasts using magnifying glasses and bug hunters. Visits to the setting have taken place from various nature groups and the children have been able to hold and study the large snails, millipede, spiders and snakes that they have brought with them.

Children learn about different climates and compare the differences, for example, they look at the artic and who lives there, what animals live there and create collage pictures of penguins, polar bears, Eskimos and igloos. Then they look at Africa and the animals that live there, elephants, giraffes, lions. They use books for reference and also the globe identifying different places in the world.

Children learn about being healthy and the impact of exercise on their bodies. They feel their heartbeat before they begin exercise, then halfway through and then again at the end and after resting and discuss the differences. Children use a variety of equipment including balancing bars, hoops, bean bags, scooters and bikes. They move in different ways, for example, walking backwards, forwards, sideways and through tunnels.

Children use a variety of small tools when using different materials and mediums. When playing with shaving foam they use brushes of differing sizes and combs to make shapes and patterns. They talk about how it feels, 'smooth', 'kind of fluffy' and one child spends time creating a pattern using his hands, when he has finished shouts 'look it's a firework'.

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

The provision is good.

Staff have a good awareness of children's specific needs and abilities and children are cared for as individuals. Parents are encouraged to share information with staff to enable them to effectively meet their child's needs. Children become aware of the wider world society through the use of resources that reflect positive images of race, culture, gender and disability such as dolls, books, puzzles, dressing up clothes and role play equipment. They learn about different cultures and religions through discussion and the celebration of various festivals throughout the year. Children with learning difficulties and/or disabilities are welcomed into the setting, and the staff's experience and forward thinking ensure that they are included and involved in the activities and routines. Staff are proactive in their approach and specific needs of children are recognised and met sensitively. Therefore, children's spiritual, moral, social and cultural needs are fostered.

Prospective parents receive clear information regarding the care provided for their child. Clearly written policies and procedures are in place and shared with them and excellent feedback was received from parents who feel informed, involved and able to speak to staff regarding their child.

Partnership with parents and carers of children receiving funding for nursery education is good. Parents spend time sharing information about their child's development which is used by staff as a starting point in monitoring each child and their progress, however, this information is at times quite brief and does not always sufficiently inform staff. Parents benefit from written information detailing the care provided and newsletters, notice boards and daily verbal communication ensures that they are kept up to date and informed about their child's day and forthcoming events. Discussion takes place with them on an individual basis about their child's development and an annual open day takes place to enable parents to see how their child has progressed and look at any work they have completed. Excellent feedback was received from parents about the care provided.

Behaviour is good. Children are confident in the routines of the day and understand the need to be kind to each other, share the resources and take turns. Children respond very well to requests made of them and are praised for their behaviour and their achievements. Staff are calm and consistent in their approach to behaviour at all times and are good role models, taking account of the ages of the children who attend and their levels of understanding.

## **Organisation**

The organisation is good.

Children enter a brightly decorated, welcoming environment and are greeted by staff. They are confident in the daily routines of the setting and enjoy the good variety of play experiences that are provided. All required documentation is in place, up to date and well-maintained. Clear recruitment and selection procedures are in place, all required checks are completed and children are not left alone with unvetted adults.

Children receive good care because staff qualification requirements are met and staff see training as a valuable part of their development and that of the service. Well-written policies and procedures are in place, known by staff and shared with parents informing them of the ethos of the setting. Staff work within the boundaries of confidentiality and all records are stored securely.

Leadership and management is good. The manager is proactive with regard to training and the continued development of the service, her own personal development and that of her staff team. They work together to look at specific areas of development. The manager has a good understanding of the Foundation Stage of learning and how children develop and plans an interesting curriculum with her staff. She encourages staff to take a lead role with planning to aid their development and oversees their plans and ideas, giving guidance and support where needed. Any specific needs or requirements each day are discussed and staff clarify specific tasks or roles for each session. The manager evaluates practice as part of the ongoing development of the service. Overall the children's needs are met.

## **Improvements since the last inspection**

At the last inspection the setting was asked to ensure that all staff clearance letters are available for inspection at all times. All required information and documentation is held at the setting and is easily accessible. All are stored confidentially and securely.

They were also asked to ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice. Children access a variety of resources and books that promote equality of opportunity and anti-discriminatory practice including books, puzzles, dressing up clothes and dolls. They are involved in a variety of cultural celebrations throughout the year and have the opportunity to try foods from different countries, therefore extending the knowledge and promoting discussion about similarities and differences.

Finally, they were asked to ensure that the organisation of snack/milk time is used effectively to ensure that children are not sitting for long periods of time unoccupied. Snack time is well organised and after going to the bathroom to wash their hands, children choose a book to look at for a short period of time. They then collect their name cards and sit down at the table. They are given choices for drinks and able to help themselves to a variety of foods for snack, for example, crackers, fruit, toast with spreads and crumpets. Staff interact with the children at all times and when finished the children become engaged in planned activities.

## **Nursery Education.**

At the last nursery education inspection the setting was asked to develop curriculum planning so that the learning outcomes for focused activities are identified and use observations and assessments to build on their knowledge and identify what they could usefully do next. The

curriculum now clearly outlines learning objectives and a clear evaluation is completed to enable staff to plan for future work for individuals. Activities are adapted to ensure those needs are met effectively.

They were also asked to ensure that all staff who work with the funded children are secure in their knowledge and understanding of the stepping stones towards the Foundation Stage of learning. Staff have accessed training in this area and any relevant information is cascaded to them during team meetings and planning meetings. Staff use the curriculum guidance folder when planning to ensure the varying developmental needs of the children are included and activities are reflective of the stepping stones.

The setting was asked to ensure that challenges are set effectively for older, more able children, especially within the areas of communication, language and literacy and creative development. Staff regularly observe and assess the children to enable them to gain a good understanding of their developmental needs and plan to ensure individual needs are met. Children are involved in a good variety of creative activities and communication, language and literacy is encouraged in both planned and spontaneous situations.

Finally, the setting was asked to provide more regular opportunities for children to extend their knowledge and understanding of the world, particularly in relation to science, nature and past and present. Children regularly talk about things they have been involved in both at home with their families and when at the setting. They enjoy looking at the living world and growing and planting seeds, plants and bulbs to see how they grow. Children are involved in a wide variety of activities to encourage their understanding of science and how things work and are eager to show their parents the activities they have completed.

### **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 child protection policy to include current information regarding the Local Safeguarding Children Board.

## **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 procedures for gathering information regarding children's starting points with regard to development.

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)