

Wivelsfield Green Playgroup

Inspection report for early years provision

Unique Reference Number	109539
Inspection date	23 January 2008
Inspector	Christine Clint
Setting Address	Village Hall, Wivelsfield Green, East Sussex, RH17 7QH
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Registered person	The Trustees of Wivelsfield Green 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?

Wivelsfield Green Playgroup has been established in the village since 1972. It is a community group providing sessional care for children aged two to five years and serves the children of the local area.

The group operates from two rooms within the village hall on days when both the playgroup and pre-School sessions are running. Playgroup sessions provide care for 26 children and operate on Monday, Tuesday, Wednesday and Friday during term time only, from 09:30 to 12:30. Pre-School sessions operate on Tuesday and Thursday mornings and provide care for 20 children and are also open from 09:30 to 12:30. When there are lower numbers of children attending the sessions are combined.

During the summer term the playgroup offer an extended session to enable children to bring a packed lunch in preparation for school. A holiday play scheme for children attending the playgroup and pre-school occasionally operates during the summer holidays. All children have access to an enclosed soft, surface outside play area, which can be used all year round.

There are currently 13 children on roll and eight of these children receive funding for nursery education. At the time of the inspection 10 children were attending. Staff are experienced in supporting children with learning difficulties or disabilities. There are four staff working with the children, three staff hold recognised early years qualifications and current certificates in first aid training. A team of bank staff also provide emergency cover. The playgroup has close links with the local early years network for support and training.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are following very regular routines to ensure that they learn about personal hygiene, in order to maintain their health. They are fully supervised when using the toilets because these are situated outside the main hall. All necessary requirements for hand washing and drying are readily available and children understand when these routines take place because they follow the 'time line' pictures displayed at their level. Staff are prepared to manage routines for nappy changing and these are arranged according to individual children's needs. The premises are clean and well organised because staff continually manage all areas effectively and there are clear policies and procedures in place for health and hygiene.

Children's daily health is well monitored because accident records are promptly and efficiently recorded, and parents are asked to sign on the day. A first aid kit is immediately available and there are three staff who hold qualifications in first aid training. Regulatory procedures for administering any medication are clearly followed and records are fully completed. Parents add up to date instructions when any medication is ongoing and these are duly noted and signed for staff reference. Children are protected from infectious diseases because the regular newsletter includes a frequent reminder for parents; they are asked to keep children at home if they have a contagious illness.

Children are eager to have snacks during the session, they often check the pictures on the 'time line' and they know when it is time to eat. They sit together and pass prepared fruit and vegetables to each other, they also have small bread sticks; children can choose to drink milk or water. They can access drinking water at any time because this is available on a separate table and they learn to pour from the jug themselves. Staff sit with children when they are eating to encourage social interaction and to ensure that the younger children learn to manage their food appropriately. Staff have a strong knowledge of children's individual needs and this would include any allergies or special dietary needs if necessary; there are organised procedures for recording details and sharing with key workers.

Children have very regular opportunities for increasing their physical development because the hall is large and they move freely for most of the session. They take turns to ride on the rocking boat indoors and often sing with each other while enjoying the movement. They happily learn to warm up their bodies through movement when they first go outside in the cold before they play active games. Children also show a keen ability to learn skills of manoeuvring the variety of wheeled toys available.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safely cared for and their welfare and security is prioritised through well managed daily procedures. Staff ensure that they monitor the entrance at arrival and departure times. The main door is locked during the session and a door bell is provided. There are clear procedures for all visitors and their attendance is timed on the premises. Parents are frequently reminded about safety issues in the news letters, especially their responsibilities to ensure that children are supervised in the adjacent car park. Children play in the large community hall and there is ample light and ventilation. They are supervised when using the toilets because these are situated out of sight and children have to negotiate the large swing doors. Children play safely in the securely fenced outside area, which also has a soft play surface. They use the village green at times and staff sensibly ensure that temporary fencing is in place.

Children freely choose where to play within the hall and all areas are well prepared with appropriate and planned provision. Play equipment is regularly rotated and children have full access to all resources during the morning session. Children's safety is fully maintained because staff are vigilant and continually assess for risks during the session, they remind children to take care and this prevents accidents. All low level heating systems and electrical points are guarded. There are steps for smaller children in the toilets and they are encouraged to learn about managing their own safety through the playgroup rules of not running indoors. Fire exits are clear and children learn to identify the different exits, because staff describe these when talking about where they go and how they walk during fire drills. Staff explain clearly, so that children understand why they do not run. All fire drills are recorded in the register and fire emergency procedures are displayed. Children's outings are fully organised and arranged with parents to ensure higher ratios of adults to children are maintained. The playgroup has detailed procedures in place for any lost or uncollected children. A current certificate of public liability insurance is displayed.

Children's welfare is fully considered because all staff have attended training in child protection. They have a thorough procedure which clearly states how any concerns will be managed; especially any allegations against staff. All injuries that children have on arrival at the playgroup are recorded and parents readily provide information about injuries that have taken place at home. Parents can access the full child protection procedures but the welcome pack and the prospectus do not clearly inform them of the playgroup's duty to refer any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happily and settle very well. Older children know the routines for registering themselves and managing their own belongings; younger children are quickly learning. Children remember to place any items they have brought into the treasure box for safe keeping, this increases their trust because they know that these items are returned before they go home. Children are learning to recognise their own names because these are linked with their photographs and displayed in the main hall to show who is present. Children show good levels of confidence because they are very used to making individual choices about play, they immediately find resources that interest them and staff are ready to interact and take part in their play. For example, children play hospitals in the role play area and tend to a staff member who lays on the bed. They wear dressing up clothes to be a nurse or a doctor. Children dig happily in the large sand tray and staff add water to change the consistency of the sand, they

talk about how it feels and how the sand sticks together. Smaller children feel secure because they understand from the displayed 'time line' pictures, what will happen next.

Children are learning to share and work together, they take turns to ride in the rocking boat and to use the outside apparatus, they pass the plates of fruit to each other at snack time and they learn to line up before snacks and follow simple instructions. Children manage to co-operate entirely when using the new wheeled 'walker' which depends on the synchronisation of each other's movements. Children are encouraged to learn about being polite and to say please and thank you; they are learning to value each other. Younger children's levels of development are initially assessed using the Birth to three matters framework. Key worker staff have a good level of knowledge about individual children's abilities and the plans for play show that the aspects of younger children's development are clearly interlinked with the planning for the Foundation Stage curriculum.

Nursery education.

Children are developing their personal and social skills, they show increasing independence in choosing and being involved in activities. They concentrate on completing puzzles and staff help them to fit pieces together. They spend time on the craft table and persevere with gluing collage pictures. Children often initiate ideas and staff regularly encourage them to speak in a familiar group and share any news they have. Children are learning to socialise at snack time and during group activities. They are very aware of the daily routines and they are learning to be responsible for managing their own needs.

Children competently recognise letter sounds because staff frequently focus on the initial letter sounds of children's names. Children respond by naming other words which begin with the same letter. They also carry out several activities linked to the letter sound. For example they make a soup and put in different items and pictures, all beginning with the letter. There are plenty of opportunities for repetition and singing is included, this encourages children to remember and identify the letter. Children are learning about rhythm and they practise using musical instruments to sound out the rhythm in each other's names. Children frequently gather together for stories, they are learning to listen and concentrate because staff include questions and ask children to give opinions. Children know and understand that written words have meaning, there is ample labelling around the playgroup and children can freely use the mark making table.

Children have daily activities to extend their creative skills, they can paint freely and there are themes and topics to encourage their imaginations. Pictures are displayed showing the paintings of famous artists and children are encouraged to look at the patterns. They draw with chalk and learn to rub out and repeat their drawings; children can paint and learn about mixing colours. They have very regular opportunities to sing in a group and learn to copy the actions to songs and rhymes. Children readily join in with imaginary play ideas and staff provide a variety of different role play scenarios. Children eagerly learn to show different emotions during outside play when staff encourage them to walk as if they were cross, sad or happy.

Children count the dots on cards and match these with corresponding number symbols, they remember and recognise written numbers well. They sit together with staff and take turns to count; there is ample repetition and praise for children. They can identify which numbers are the biggest and the smallest. Older children can also form number symbols and write these in sequence. Children are encouraged to use their fingers to count during many different activities, for example, when repeating all the months of the year and the days of the week and when

counting the beats in each other's names. Children also count at snack time to see how many cups are needed on the table. When they line up they count how many boys there are and how many girls, and how many children altogether. Children talk about size and include positional language when they play with construction equipment; they include numbers in conversation and automatically know that a car has four wheels.

Children help to complete the weather board every day, they talk about the weather and choose the best description. They can name the seasons when staff give them clues and they remember that winter is cold and there are no leaves on the trees. Children look at pictures of Inuit people living in the snow and they know that penguins also live in colder climates. They are able to recall holidays that they had in the summer months and they talk about recent events and what they will do when they go home. Children remember carrying out fire drills and staff encourage conversation about how quickly they need to leave and why this is important. Children have experienced playing in the rain, they go for walks around the village green and they have previously had outings to places of interest locally. Children have opportunities to experiment with technology, they are learning to use a programmable roaming toy and to practise controlling a mouse when they use the playgroup laptop.

Children learn to move their bodies to make different shapes when they warm up during outdoor play. They practise walking like different animals and learn to show their emotions through movement. They peddle and push, they steer and manoeuvre with different apparatus. Children learn to rock the large wooden boat in unison and they know that they need to share this activity to enable the rocking action. Children recognise when they are thirsty and help themselves to water, they know that they need warmer clothes for outdoor play. They use tools and materials which increase their hand-eye coordination during craft and construction activities.

The quality of teaching and learning is good. Staff are very well deployed at all times and involve themselves in children's chosen activities. They respond well to children and show knowledge and understanding of children's individual levels of learning. They include children in conversation and question them to encourage their thinking and learning, they praise children's achievements and value their comments. Staff work together to include broad planning, they use themes and topics at times to ensure that children have ample choice during the session and that the areas of learning are included in all activities. Plans are available to show how the intended learning for children is included and focus activities ensure that staff concentrate on including specific stepping stones. Observation records are in place for each child and these are beginning to show that progress is recognised and recorded, although there are few direct observations recorded to support children's achievements. The playgroup currently has low numbers of children attending and this enables key worker staff to use their individual knowledge of children to plan for future learning, although there are no records to show where children need to make progress.

Helping children make a positive contribution

The provision is good.

Children have resources to reflect the diversity within society; they make puzzles and can access a variety of books. They often celebrate a variety of festivals from other cultures and learn the meaning of simple stories. They link these with food and cooking activities to widen children's experiences. Staff encourage the involvement of any families who can help them to learn about other cultures and they plan in advance to learn special songs to link with these celebrations. Children with learning difficulties and/or disabilities are fully supported from an early stage because staff show experience and knowledge of child development. They quickly identify

children's difficulties and offer support and guidance to families. They work with professionals and follow individual play plans, they clearly recognise where children are making strong progress. Staff continue to attend training to meet the children's individual needs.

Children behave well and relate to each other soundly, they readily accept each other when building with construction equipment, they join in with role play games and they are learning to ask for items politely, because this encourages others to share. Children's spiritual, moral, social and cultural development is fostered. There are good ratios of staff to children and staff give clear instructions and respond immediately to children's needs. Children are praised very regularly for effort and achievement, and a star chart system is displayed to reward children.

The partnership with parents and carers is good. Children are happy and settled in the nursery because their parents are welcomed and regularly informed about all aspects of care and about the planned educational activities. There is a notice board of information for parents in the entrance area; all parents are familiar with the systems for children to self register and they frequently receive daily verbal feedback from staff. There is a prospectus available and all new parents are provided with a welcome pack which explains the playgroup objectives. Parents are happy and satisfied with the care and education that children receive and they know their child's key worker. They have direct access to all playgroup policies and procedures. There is information displayed to ensure that parents know they can make suggestions and raise any concerns; there are clear systems for managing any complaints. Parents know that staff complete assessments of their children's educational progress, although they do not often have opportunities to see and contribute to these to enable them to link with any learning at home.

Organisation

The organisation is good.

Children's care and the daily management of the playgroup is fully planned and organised. The committee provide clear support for the playgroup supervisor and staff. There are thorough systems in place to show how any new staff are checked as suitable to work with children; the playgroup have strong staff continuity and the chair person shows a high level of awareness and competence in managing the regulatory responsibilities. There is a comprehensive operational plan in place, which includes all aspects of the provision and a full range of policies and procedures which are reviewed regularly.

There are substantial levels of qualified staff working with the children and staff continue to seek and attend relevant training to ensure their knowledge is up to date. Staff are very well deployed during the session, they show strong levels of following child led activities and supporting children's choice, whilst introducing opportunities for learning. The registration certificate is displayed and a clearly timed attendance register is in place. The playgroup plan effectively for the children attending and readily meet their needs, they offer regular sessions which are extended during the summer term to provide opportunities for children to manage their packed lunches when they are preparing to transfer to school.

The leadership and management is good. Staff work well together and there is strong support from the committee chair person. Staff have regular meetings to plan and to assist each other when completing children's records of achievement. They share responsibilities and duties throughout the session and they provide ideas for activities to link with children's learning. Staff appraisals are completed every year following an initial self evaluation process. Staff show through their involvement with children's daily activities, that they are aware of children's individual levels of development. Management staff have an open attitude to change and to

adapting their practice to move forward; they have an ongoing evaluation folder with plans for future provision and they constantly seek and attend training. Staff have updated the systems for planning and providing the Foundation Stage curriculum during the last year; this includes effective charts as yearly reminders to cover all aspects of the provision. There are good links within the community and with the local school to encourage and enable children to transfer with ease. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection for care the providers were asked to ensure children have access to drinking water at all times; to ensure that staff are familiar with the home language and family religion of all children, in order to meet their individual needs; to improve the safety precautions and supervision of some physical play activities and to review all policies and documentation to ensure that all necessary records are maintained and that all policies reflect current legislation and guidance.

Children can easily help themselves to drinking water at any time because this is available on a low table at every session; children recognise when they are thirsty and drink eagerly. The admissions forms for children now contains opportunities for parents to add information about family religions and any different languages spoken, this enables staff to understand children's needs and offer help or gain information about cultural differences to use with all children. The playgroup has purchased soft, safety mats for indoor physical play and these are used with equipment, for example the rocker boat, to ensure children's safety. Children are also closely supervised when taking part in physical play. All policies and procedures have been reviewed since the last inspection and these are signed and dated. Staff show that they evaluate their practice to reflect current legislation and guidance for care to ensure that they are meeting the requirements for children's welfare and safety.

At the last educational inspection the providers were asked to review the format for short-term curriculum planning, to provide a weekly overview of all activities covering the Foundation Stage curriculum, including the rotation of resources. Plans show clear long term and medium term objectives, including weekly themes and topics. There are focus activity sheets to show how children have daily opportunities to achieve specific stepping stones linked to activities. There are clear notes for staff to encourage and extend children's thinking. There are separate plans in place for the rotation of all resources and this includes a wide variety for children.

The providers were also asked to review the organisation of snack time, to increase children's mathematical skills and their opportunities to develop independence and to review the presentation of the book corner, to encourage children to access books independently and develop their own interest in reading. Children are counting their cups and working out how many children are sitting at the table. They are learning to manage themselves by passing the fruit and making decisions. They often pour their own drinks at the water table. They have a good variety of books displayed on the book stand and these are easily accessed to encourage children's use. Children show interest and enthusiasm for stories, they listen and concentrate well.

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):

- ensure that parents are fully informed about the playgroup's duty to refer any concerns about children's welfare.

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 that parents are able to see and contribute to children's development profiles regularly to link with children's learning at home
- continue to develop the systems for recording children's progress to show clear observations as evidence of children's learning and use the records to show targets for children's future development

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