

Kingskerswell Playgroup

Inspection report for early years provision

Unique Reference Number	EY219123
Inspection date	14 January 2008
Inspector	Janet Butlin
Setting Address	Kingskerswell Parish Centre, Church End Road, Kingskerswell, Newton Abbot, Devon, TQ12 5LD
Telephone number	01803 875466
E-mail	
Registered person	The Trustees of Kingskerswell Playgroup and Nursery
Type of inspection	Integrated
Type of care	Full day 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?

Kingskerswell Playgroup is managed by a committee of parents and has been established for many years. In recent years it has operated from the Parish Centre on the edge of the village of Kingskerswell. The group is open from 08.30 to 15.00 on Mondays, Tuesdays, Wednesdays and Fridays during term time and children may attend for any combination of morning, afternoon and lunchtime sessions. The group is registered to care for up to 26 children aged from two to five years and there are currently 35 enrolled, 21 of whom are in receipt of funding. The group supports children who have learning difficulties and/or disabilities and those who have English as an additional language. A staff of seven support the provision, all of whom hold appropriate childcare qualifications. The group receive the support of the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean setting where they learn the importance of protecting themselves from germs. They wash their hands carefully, using liquid soap and paper towels and this effectively protects them from the risk of cross infection. Good standards of hygiene are implemented at the setting, for example the tables are scrupulously cleaned before meal times and the children supervised to ensure their hand washing procedures are thoroughly completed. Children receive good care in the event of having an accident or becoming unwell whilst at the setting. Staff hold current first aid qualifications and good systems are in place to record what has happened. Children who are sick or infectious are requested not to attend and this helps to protect children from catching each other's germs.

Children bring packed lunches from home and the setting conscientiously refrigerates any perishable contents to ensure they remain fresh and wholesome. The setting encourages parents to support them in their policy of promoting healthy eating by packing a nutritious lunch-box. Children eat a sufficient amount of healthy fresh fruit at snack times. They remain well hydrated as they have a drink whenever they want one, drinking water being accessible throughout the session.

Children develop their muscles effectively as they enjoy outdoor play whenever the weather permits. When weather is inclement the setting offers alternative activities such as obstacle courses and parachute games inside the hall. Children are thoughtfully protected from the harmful effects of the sun as the group uses tarpaulins to provide shade and ensures children are wearing sun cream and hats. They have also learned how cleaning their teeth helps them to stay healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play in a light, bright and welcoming setting. They have ample space to play active games and the facility to use the smaller room enables them to settle in quieter spaces to look at books or talk to their friends. They also play in a secure outside play space which contains a wealth of suitable equipment. Children access their toys and games easily and safely. An interesting range of playthings is set out ready for them to access as soon as they arrive and all are clean and in good condition.

Children are kept safe in the setting as access is rigorously controlled and the premises are secure. Children are confident in the procedure to be followed in the event of having to evacuate the premises in an emergency as they rehearse the drill regularly. Risk assessments have identified and addressed all potential hazards.

Children's safety is further protected as staff have a sound understanding of the child protection procedure. Some staff have attended recent training and the setting is experienced in supporting children in this area. However, the setting does not have copies of the most recent guidance and the policy does not contain the procedure to be followed in the event of an allegation against a member of staff or volunteer. This restricts the usefulness of the policy as a helpful reference tool in the event of having a concern.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the group. Young children are sensitively supported so that they soon settle and become confident to play alongside their older playmates. Staff adapt activities so that they are appropriate to the children's individual stages of development. Young children become skilful communicators as they contribute to whole group discussions, describing, for example, if they have ever been in an aeroplane. They become competent learners as they look at books and construct models. The setting are aware of the Birth to three matters framework, and new government guidance, but do not use it to inform their written planning and assessment for younger children. This means it is not totally helpful in creating a clear picture of children's progress.

Nursery Education.

The quality of teaching and learning is good. Children are making good progress towards the early learning goals in all areas of learning. Regular observations are used effectively to inform individual plans for children, but it is not clear, from records kept, if children's progress along the stepping stones could not be even better. Children have eager and enthusiastic dispositions to learning, exploring eagerly the activities that are set out for them. They respond well to the effective teaching methods employed by staff, who have a good understanding of the Foundation Stage. Children are encouraged to think and work things out, including what might be the most effective way to collect the collage pieces at tidy-up time. Staff sit alongside children and talk to them about, for example, the features of mathematical shapes and the similarities and differences between buttons and objects. They effectively extend children's learning by encouraging them to count up to higher numbers and help them in their attempts to write their names. Plans show that a good range of activities are offered that cover all areas of learning, but it is not clear, from written planning, how these activities will meet individual children's needs; for example, some of the identified targets for individual children are not always supported by the activities provided. Children enjoy talking about their experiences both individually and at whole group times. They use and enjoy books and become engrossed as they turn the pages. Staff make good use of the sounds that letters make as they have natural conversations with the children. Children are eager to volunteer other words that begin with the same letter sound and this reinforces their learning. They make marks and write frequently during their play. They develop their mathematical understanding as staff encourage children to order, sort and count a variety of small objects. They also sing number rhymes, counting down carefully as the number of spacemen decrease in the song. They explore, investigate and learn about change as they grow plants and cook biscuits. They have visits from the local librarian and extend their sense of place and understanding of their community by creating maps and exploring the village. They develop their small muscles effectively as they manipulate dough, construct puzzles and carefully fold paper. Children enjoy exploring textures and materials in their collage activities. They also extend their creativity by developing imaginative small world play and playing the group's collection of instruments.

Helping children make a positive contribution

The provision is good.

Children are confident, sociable and settle quickly to play. They arrive happily and immediately begin to explore the activities and to talk to their friends and staff. They work alongside each other and share toys good naturedly. They consider each other, commenting how important it is to be best friends. Children concentrate at their activities, for example,

explaining to their friends that they can't join them in the other room until they have finished their chosen game of sorting out the buttons and the dough. They follow agreed codes, eagerly helping to tidy up resources. They are polite, for example, saying please and thank you without having to be reminded, at snack times. Children are extremely well behaved and are purposefully engaged throughout the session. They are helped to understand the reasons for rules, such as not throwing bricks into the tub when tidying up. They learn about cultural diversity as they play with toys and look at books that have positive images of the wider world. They also explore their various home languages, this helps children to develop a positive sense of self worth. Spiritual, moral, social and cultural development is fostered.

Children's individual needs are known and respected. Those who have specific needs are very well cared for as the setting has experience of working closely with local agencies and parents to plan appropriately. There is an identified co-ordinator for this area of provision who is proactive in ensuring that children access all the support they are entitled to and who undertakes helpful training.

Partnership with parents is good. Children benefit from the warm welcome that is extended to their parents and the way in which the group encourage parents to stay and settle their children in. They have informal discussions with staff about their child's progress and there are good systems in place to keep parents informed about regulatory procedures. They learn about the forthcoming educational programme thorough newsletters, but receive limited information regarding the day to day activities and how they support learning.

Organisation

The organisation is satisfactory.

Children are cared for in a generally well organised setting, by staff who are conscientious, sensitive and who enjoy their work with children. The setting has secure systems in place to ensure that all who work with the children are suitable to do so. Children take part in a range of worthwhile activities that help them to develop in all areas. The setting meets the needs of the range of children for whom it provides. The setting notifies Ofsted promptly of changes and keeps clear records of any incidents and events. An accurate register is promptly completed showing the times of attendance of children and adults. This means there is always a reliable record of who is on the premises, for example, in the event of an emergency. All regulatory documentation is in place although some requires more detail.

Leadership and management of the nursery education is good. Staff are supported in their professional development and enthusiastically attend training to enhance the experiences of the children in their care. Staff reflect on the provision to identify areas for improvement and are aware that the planning and assessment system, and the way in which the group communicates with parents, are areas to develop.

Improvements since the last inspection

At the previous inspection the group were required to ensure that children are able to access drinks with sufficient frequency. This has been totally addressed and has improved children's healthcare. They were also required to undertake fire drills more regularly and implement risk assessments with particular regard to the climbing frame. Children now practise fire drills twice a term and good attention is given to protecting children from hazards throughout the setting. These improvements have had a positive impact on children's safety. The requirement to develop staff's knowledge and understanding of child protection issues has been met as most staff have

attended recent training. However, the request to improve the content of the child protection policy has not been addressed and remains an area to improve.

At the last nursery education inspection the group were required to improve the implementation of the planning and how the children are grouped to enable effective interaction. Also to ensure that effective methods are consistently used so that all activities are meaningful to children, that clear explanations are given and that sessions progress at an appropriate pace. A clear action plan has been followed to address the quality of teaching. Staff are now much more confident in supporting children's learning and use appropriate and effective methods. Sessions move along at a more satisfying pace and all areas of learning are covered in the planning. This has improved children's learning, but planning and assessment remains an area for development to make it clearer how well children are progressing.

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):

- improve the child protection policy to include the procedure to be followed in the event of an allegation against a member of staff or volunteer and access up to date guidance
- have regard to current government guidance and use it to inform practice, particularly for those children who are not yet three years old

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):

- continue to develop the planning and assessment system to make it clearer how children are progressing and how the activities will build on what they already know and can do; make this information more accessible to parents

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