

# Denbigh Under Fives Group

Inspection report for early years provision

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<b>Unique Reference Number</b>	105687
<b>Inspection date</b>	29 November 2007
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<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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

The Denbigh Under Fives Playgroup opened in October 1994 and operates from a church hall in the Notting Hill area in The Royal Borough of Kensington and Chelsea. A maximum of 16 children may attend the playgroup at any one time. The playgroup is open each weekday from 09:00 to 12:55 term time only. All children have access to an enclosed outdoor play area.

There are currently 12 children aged from two to four years on roll of which three receive nursery education funding. The playgroup supports a number of children who speak English as an additional language.

The playgroup employs two staff members who hold appropriate early years qualifications. Volunteers and parents also help at some of the sessions. The group receive support from the Early Years Advisory Teacher.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children's good health is promoted well as practitioners implement effective hygiene procedures to minimise the risk of cross infection across the setting, for example, with good nappy changing practices. Staff hold relevant first aid training and have systems to record administration of medicines and accidents. However, the first aid box has not been adequately replenished and may delay treatment in an emergency.

Children learn about healthy eating through posters of healthy food around the nursery and making choices from a selection of fruit available each day. Parents work in partnership with the nursery practitioners to provide healthy and nutritious lunches for the children. Water is freely available for the children to access when they identify they are thirsty at any time during the day. However, they are not reminded to take drinks regularly and as a result most children do not have a drink until lunch time. The organisation of snack time does not afford children a comfortable place to sit and eat safely. All children stand to eat their snack and some walk around with pieces of fruit in their mouths. Children eat their lunch sitting around one large table and are told that they must sit down to eat, which is in contrast to the message given at snack time.

Children enjoy fresh air and physical activities each day as the practitioners take the children outside to the garden. Parents support this and supply their children with boots to enable them to access the area whatever the weather. Children skilfully negotiate space as they manoeuvre ride on toys along the passage way to the garden. Children push each other in the buggies realising that this becomes more difficult as they move up the slope. They scale the small permanent climbing frame and run around the grassy area. There are limited planned activities that promote children's physical development and staff do not regularly monitor children's progress for this area of learning. Children have a range of opportunities to support their fine motor skills. They skilfully roll pieces of tissue into balls to use in their collage. They use scissors with confidence and are supported by staff when they have difficulty.

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

The provision is good.

Children move safely around the environment, which is bright, cheerful, warm and welcoming. There is a good range of suitable and safe equipment. Resources are stored in low-level displays, which are labelled with pictures to enable children to see the toys and access them easily. A soft and cosy book area is available. The layout of the premises offers challenges as children need to be accompanied to the toilet area thus removing a staff member from the room each time the area is needed.

Risk assessments are in place to identify and reduce hazards for children, these are reviewed regularly and there are daily safety check lists. Notes are in place reminding parents to ensure the outside door is shut, although this is not always carried out. Staff operate a door monitoring procedure and ensure that they greet visitors to the nursery. Children develop an understanding of how to keep themselves safe in an emergency as fire drills are carried out regularly. Staff record these drills but have not developed their document to enable them to record comments that identify any problems encountered thus improving their effectiveness in keeping children safe. There is a missing child policy in place, but currently it focuses on outings. Children are

well protected because practitioners have a sound understanding of their role with regard to child protection issues and know how to implement local procedures.

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

The provision is satisfactory.

Children enjoy their time at the nursery, they arrive happy and confident and quickly settle into the routine, making their own choices about their play choosing from a good range of accessible resources. They enjoy their activities and interact well with practitioners building positive relationships with them. Children begin to develop friendship groups and staff encourage them to show respect for each other. Independence is encouraged when, for example, children put on their own coats and help themselves to snacks. However, they are not supported to further this by being given responsibility to carry out routine tasks. Children are able to self-select resources, they confidently access wild animals and cars to compliment their game. Children make connections between their own experiences and the role play and by re-enacting their knowledge of how doctors listen to heart beats.

#### **Nursery Education:**

The quality of teaching and learning is satisfactory. Children's attitude to learning is generally positive and they make their own choices in play. Children use sewing cards to make a pull along ride for their 'wild animals'. They pull the animals around the room inspiring other children to make a similar vehicle. Generally they persist in their chosen activities and negotiate with each other, for example, children talk about their roles in pretend play. Practitioners support children's learning by asking questions, but this is not fully effective in extending the activities for more able children. Evaluation and assessment procedures are in place; staff make regular observations of children's play and aim to use these effectively to plan activities to promote children's next stages of development however these records are not always up to date. Some learning opportunities are hindered, for example, as staff have to leave their teaching to carry out routine tasks.

Children have the opportunity to mark make with chalk and pencils in an area identified for writing. However, there are limited opportunities for children to mark make in most other areas of the nursery, for instance, there are no diaries, calendars or notepads in the role-play area. Name cards have been developed, but are not made use of to encourage children to mark make for a purpose, for example, by labelling their paintings. In addition, the font on the name cards and displays around the nursery do not reflect the shape of the letters children are encouraged to use. Children join in familiar songs in both Spanish and English and some use language to negotiate roles. Opportunities are missed at lunch times to develop children's communication skills through discussion in a small group.

Children progress in maths as there are opportunities for them to recognise numbers and shapes. They are encouraged to count during circle time when singing number songs. Children sort pegs and begin to create patterns. Numbers are not used as labels, for example, to inform children how many children can play at the water tray. Focused activities ensure that children are aware of the community they live in and respect each other's backgrounds and beliefs. Children enjoy a visit to the local fire station and photos on display help them to recall the event.

Children begin to develop a sense of time as staff make reference to the minutes left before they need to tidy up. They explore nature in the garden by going on a worm hunt, although

they are not encouraged to make use of resources, such as magnifying glasses, to enhance this activity. Children show their interest by asking questions, such as 'Why are worm holes round and not square?'

Children's creativity is well supported; they have opportunities to enjoy music and movement on a regular basis. They have access to an adequate range of media and materials that enable them to make constructions, collages, paintings and drawings. Children spend time concentrating on making berries for their Christmas wreathes, positioning them with care.

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

The provision is satisfactory.

Children's individual needs are known by their key workers. Staff spend time at the start of the placement exchanging detailed information with parents to provide continuity of care for the children. Although there are no children with learning difficulties and/or disabilities currently attending, staff continue to update their knowledge in this field and are proactive in developing links with outside agencies. Children benefit from socialising with children from a variety of different cultures reflecting the diversity of the local community. They are able to gain knowledge of their own and other people's customs and traditions and practitioners use a mixture of Spanish and English when communicating with the children. This positive approach fosters children's social, moral, spiritual and cultural development.

Staff are kind to the children and aim to teach them about what is right and wrong. However, some children's behaviour is not always managed effectively or consistently which impacts on the experiences of the other children. For example, children upset at not being chosen to lead an action song do not wish to take their place at the back of the line of their peers, staff then allow them to take the place of the original chosen leaders, making these children miss out on their turn. Children playing at the water tray have their experience abruptly halted as the lid is put on the tray by staff to stop one child's unwanted behaviour. At times children are empowered to negotiate and express their feelings to one another when unwanted behaviour has occurred. They are encouraged to ask permission before touching another child when role playing to show each other respect. Children are not given a sense of responsibility as the routine for tidying up is not managed well. They learn that they do not have to help because an adult will always do it for them.

Children benefit from a friendly relationship between practitioners and parents, which is enhanced by an effective key worker system. Parents are invited to play an active role in the nursery, for example, by being on the committee or supporting fundraising events. The partnership with parents of children who receive nursery education is satisfactory. Parents are given an initial document containing information regarding the areas of learning covered by the Foundation Stage curriculum. They are able to view plans which are displayed for their information. There is limited information given regarding children's next steps in learning to enable parents to support their children's development at home. The manager is aware of the procedure when a written complaint is made about the service. However, they have yet to identify a recording system to summarise the complaint which can be viewed by other parents.

### **Organisation**

The organisation is satisfactory.

Children benefit from a friendly dedicated staff team who strive to improve their practice to meet the children's needs effectively. They attend ongoing training and keep up to date with

changes in regulation. The staff have completed their self evaluation and judge that they are satisfactorily meeting the national standards in each of the outcome judgements. Practitioners enthusiastically set out and pack away all the resources and furniture each day. The organisational plan indicates that three staff are present each day, however this is not matched by practice. There are a number of volunteers associated with the group but they are not deployed to ensure that there are three adults covering. The impact of having only two staff present is that one staff member is engaged for example, in taking the children to the toilet or setting out tables, leaving the other to manage the majority of the children. Suitability checks have not been carried out on all key members of the committee as the regulator is currently waiting for required paperwork to be forwarded to enable required checks to be instigated.

The session is routine driven and staff do not make good use of the necessary tasks to provide children with learning opportunities. For example, children are not encouraged to set up the tables enabling them to calculate the number of chairs needed. Confidentiality is not always maintained as detailed copies of complaints including names of children and complainants are stored in with the policy file which is accessible to all parents. A comprehensive range of policies and procedures are in place to promote the well-being of the children. All records required to promote the welfare, care and learning of the children are in place and maintained efficiently. As a result, the setting meets the needs of the range of children for whom they provide.

Children develop a secure sense of belonging because the practitioners work with parents to ensure they have a sound knowledge of children's individual circumstances. The staff team meet regularly, although these meetings are informal and not minuted, they use this time to plan the curriculum together. Children's learning is promoted through satisfactory leadership and management of nursery education. Staff are currently developing their systems for assessing, monitoring and evaluating children's learning.

### **Improvements since the last inspection**

At the last care inspection the provider was asked to ensure that arrangements are in place to allow the hygienic washing of children's hands and devise and implement a sick child policy. They were asked to ensure that policies such as equal opportunities and child protection are accessible to parents. In addition the provider was to ensure that the person in charge has at least a level 3 qualification.

The provider has taken positive steps to promote the children's health and prevent the spread of infection. Children are escorted to the toilet area to wash their hands before lunch and there is a sick child policy available. Parents are given a booklet when they start at the placement which informs them of the range of policies in place. They are informed that these policies are available to read and can be found in the policy folder. Parents sign to state that they are aware of where the policies are kept. The current manager has a qualification to appropriate to the post.

There are no nursery education recommendations as this is the first inspection.

### **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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The quality and standards of the nursery education are satisfactory.

### 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 the organisation of the routine, such as snack time, and play opportunities to ensure that they are effective in engaging all the children to support their learning
- update the contents of the first aid box to enable children to be treated appropriately in the event of an accident
- review the system for recording a complaints summary to ensure that confidentiality is maintained
- develop the strategies for managing children's behaviour to enable children to help children understand the effects of their behaviour on others

#### 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 systems in place to observe, plan and assess the curriculum
- ensure that learning opportunities challenge more able children

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)