

# Moor Lane Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	116705
<b>Inspection date</b>	06 December 2007
<b>Inspector</b>	Samantha Hunt

<b>Setting Address</b>	Sunnybank Methodist Church Hall, Moor Lane, Downley, High Wycombe, Buckinghamshire, HP13 5YP
<b>Telephone number</b>	07767 361909
<b>E-mail</b>	
<b>Registered person</b>	Catharine Piercy
<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?

Moor Lane Playgroup is privately owned and opened over 30 years ago. It operates from Sunnybank Methodist Church Hall in the village of Downley, on the outskirts of High Wycombe, Buckinghamshire. A maximum of 24 children may attend the playgroup at any one time. The group is open five days a week 09.15 to 12.00 term-times only. There is an enclosed outside play area for the children to use.

There are currently 28 children from two and a half years to five years on roll. This includes 17 funded three and four year olds. Children attend a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language. The playgroup serves children mainly from the local community.

The setting employs seven staff. Three staff including the supervisor hold a level 3 childcare qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children begin to become aware of their own personal needs as they take themselves off to the toilet and request a drink when thirsty. They are freely able to access drinking water when they wish and some are confident to make their needs known to staff. Many children know they need to wash their hands after completing messy activities and before eating snacks. Staff ensure they have access to fresh water, soap and paper towels before every snack time. They actively engage children in discussions about the importance of washing their hands. However the tables are not wiped down before snack times and cups dropped on the floor by children are not replaced. This compromises children's health and hygiene.

Snack time is a sociable occasion for the children. They sit in small groups around the table sharing pieces of apple. Staff engage children in meaningful conversation, for example they talk about the fruits they all like. Children have daily opportunities to develop both gross and fine motor skills. For example, they balance on stilts, hop on a hopscotch mat and use a variety of resources such as pens, pencils and paint brushes.

All staff have recently completed a first aid course and there are clear procedures in place to record accidents. Parents are informed of accidents at the earliest opportunity and asked to sign the accident book to acknowledge receiving the information. A first aid kit is regularly checked and stored effectively to enable staff to act in the best interest of the children.

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

The provision is satisfactory.

Children play in an environment that is bright and cheerful, and there is sufficient space for them to play and learn. Toys and resources are clean and regular maintained. Staff carry out checks of equipment to ensure it remains suitable and safe for use. Children are able to access toys and activities set out for them on a daily basis.

Children become aware of their own safety and well-being through discussion and practice with the staff. They remind children not to run in the setting as they might hurt themselves or others. Children line up well when waiting to move to another area of the building and know they need to hold onto the rail as they go up and down the stairs.

Staff carry out a daily risk assessment to ensure that all areas are safe for children to access prior to their arrival. Safety features such as socket covers, stair gates and regularly practising the fire evacuation procedure ensure risks to children's safety are minimised. Security of the setting is good. Staff monitor the main entrance well at drop off and pick up times, and ensure children do not leave the premises without an adult.

There are clear procedures in place to deal with child protection issues. Staff demonstrate a sound understanding of the procedures to follow, including if allegations are made against a member of staff. The setting has a written child protection statement which is shared with parents, however it has not been updated to reflect changes with regards to the Local Safeguarding Children Board Procedures.

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

The provision is satisfactory.

Children are happy and settled and most part well from parents and carers when they arrive. Staff greet them in a friendly manner and show enthusiasm and kindness. Children are beginning to form relationships with their peers and staff. They chat happily to one another at group and snack times, with many being happy to share news from home, such as a birthday or celebration. Activities and resources are age appropriate and offer sufficient challenge, however children lack the opportunity to make choices as many activities and resources are already set out for them when they arrive. Children begin to develop confidence and self esteem because of the support and praise show to them by the staff.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff demonstrate a sound knowledge and understanding of the Foundation Stage and Early Learning Goals. Staff have recently begun to evaluate some areas of the curriculum, and carry out regular observations of the children to assess how they are progressing. However they do not currently use these observations to help inform future planning for children individual needs.

Children begin to develop independence; for example going to collect the fruit at snack time and putting on their coats before going on a walk. Most participate well at group times and begin to develop good concentration skills for example when cutting and sticking butterfly shapes and making Father Christmas faces. Children enjoy stories and begin to understand that print carries meaning. They handle books with care and some are confident to predict what will happen next as they enjoy a Christmas story. They eagerly point to the pictures and identify parts of Father Christmas such as his beard. Children have opportunities to use numbers in everyday activities such as singing rhymes and counting one another at snack time. Many children count to five and some beyond, and are beginning to recognise numbers on the number line and shapes when using the computer. Children have daily opportunities to express themselves creatively, for example they paint at the easel and draw patterns on the wipe boards. They begin to use their imaginations making the engine sounds for their trains on the train track and pretending they are builders knocking down houses when playing in the sand.

Children make sound progress in all areas although staff do not always use effective question techniques to encourage children to think and extend their learning further. Staff plan a balanced daily routine of structured activities, group/snack time and free play that helps children to feel settled and secure in the setting.

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

The provision is satisfactory.

Children's behaviour is generally good. Most children share and take turns well. They begin to learn right from wrong because of the clear boundaries set for them by the staff. Most children respond well to requests to help tidy up and take care of the equipment and one another. Staff use effective behaviour management strategies such as praise and encouragement to reinforce the good.

All children are actively welcomed and encouraged to play a part in the setting. There are clear strategies in place to identify and support children's individual needs. Staff receive regular support from their local authority and are pro-active in addressing any concerns they may have

with parents and cares at the earliest opportunity. Children begin to learn about the world around them through topic work and celebrating festivals such as Diwali and Christmas. They have regular opportunities to mix with other settings within their community and access a sufficient range of toys and resources that promote positive images. This helps to foster their spiritual, moral, social and cultural development.

Partnerships with parents is satisfactory. Parents receive information about the Foundation Stage in the "All about me booklet" and information about topics is displayed on the notice board. Regular newsletters and daily feedback from staff helps to inform parents about activities going on in the playgroup. Parents have an opportunity to read the setting's policies and procedures when they first visit. These include sickness, health and safety, admissions and how to make a complaint. However the complaints procedure does not currently contain the correct information regarding the regulator. Parents report they are happy with the care and learning provided by the setting.

## **Organisation**

The organisation is satisfactory.

Children are happy, settled and enjoy their time in the setting because of the warmth and kindness shown to them by staff. The environment is sufficiently organised to allow children space to play and learning effectively. Most documentation is in place; however there are areas for improvement. The certificate of registration is not displayed; this is therefore a breach of condition of registration. Staff ratios are effectively maintained and staff ensure children are never left unsupervised with persons not vetted. Records relating to the children are maintained and stored securely.

Leadership and management is satisfactory. All staff are involved in the planning of the curriculum. The owner supports and encourages the staff to attend further training. Most staff are committed and eager to increase their knowledge. This helps them to monitor and improve the quality of care and education. Recent training opportunities have included maths and language workshops and updating first aid certificates. Although the group have begun to evaluate activities within the session, there are no formal systems in place to assess the staffs development and practise. Overall, the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the setting was required to make sure the premises are secure, all fire recommendations are met, a risk assessment of the premises is conducted and ensure procedures are in place to keep children safe at all times. They were also required to ensure that all records relating to day care activities are readily accessible on the premises and available for inspection at all times. The setting now has a written risk assessment in place, and daily checks are carried out to ensure all area of the setting are safe and secure at all times. Evacuation procedures are regularly practiced and fire recommendations met. The premises are secure and staff vigilant at all times. Records relating to day care activities are readily accessible and made available at the time of inspection.

In addition they were asked to ensure good health and hygiene practices are in place and ensure staff maintain confidentiality at all times. Whilst there are some good health and hygiene practices in place such as hand washing, systems do not always ensure that health and hygiene

are effectively promoted at all times. Staff demonstrate a clear understanding of the need for confidentiality and children's records are stored securely.

At the last nursery education inspection the setting was asked to develop teaching skills, to ensure staff are effectively deployed at activities to support children's learning and provide sufficient challenge for all children. They were also required to implement effective assessment and planning systems, to ensure staff are able to accurately identify what individual children can do, what they need to do next and share the records with parents. In addition the setting was also asked to provide opportunities for children to access activities to progress their understanding of shape, size and calculation and to link sounds to letters, to access name cards and attempt to write names and write for a variety of purposes in everyday activities.

Improvements have been made since that last inspection, a staff rota ensures that staff are effectively deployed to support children's learning and they are beginning to evaluate activities to ensure they provide sufficient challenge to the children. Staff carry out regular observations of the children and link them to the Foundation Stage, stepping stones to identify what children can do, although they do not currently use them to inform future planning. Parents are informed about developmental records and are able to access them if they wish. In addition they have the opportunity to share them with their child's key worker at open mornings. Planning shows that children have regular opportunities to develop their understanding of shape, size and calculation. Children are encouraged to write their names on a regular basis by the staff in a variety of everyday activities such as a post office or when labelling their own artwork. They are able to access name cards when they first arrive and at planned sessions throughout the week.

### **Complaints since the last inspection**

Since 1 April 2004 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 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 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 hygiene procedures to ensure children's health is promoted at all times

- provide children with opportunities to self select toys and resources for themselves (also applies to nursery education)
- ensure certificate of registration is displayed at all times
- update documentation to reflect changes in practice and regulation with regard to the child protection and complaints procedures

### **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 staffs knowledge, and ensure they use effective questioning methods to support and extend children's learning in all areas
- develop a formal appraisal system for staff and continue to self evaluate current practices within the setting effectively.

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)