

St Paul's Playgroup

Inspection report for early years provision

Unique Reference Number	123103
Inspection date	05 March 2008
Inspector	Judith Reed
Setting Address	23 Inner Park Road, Wimbledon, London, SW19 6ED
Telephone number	020 8788 7734
E-mail	
Registered person	Wandsworth Primary Play Association
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 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?

St Paul's Playgroup is one of several groups managed by Wandsworth Primary Play Association. It operates from a hall within St Paul's Community Centre, Southfields, Wimbledon. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open each weekday morning from 09.30 to 12.00 during term time. All children share access to an outside play area.

There are currently 13 children from two to under five years on roll. Of these, two children receive funding for early education. The playgroup is able to support children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The playgroup has three members of staff. Of these, two hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are healthy as they have a nutritious snack of fruit during the playgroup session. They sit at a table together and take the prepared fruit pieces from the plate as it is offered to them. Children relish the opportunity to try different fruits including bananas, oranges, kiwi fruit, apples, strawberries and grapes. Children place the fruit into their own personal bowl. Drinks of water are available throughout the session as well as at snack time. Staff talk to children about the fruit and healthy eating.

Children have physical play opportunities both inside and outside. They bounce on a trampet and join in parachute activities inside the playroom. All children go outside together for fresh air towards the end of the morning. They put on their coats and ride around on tricycles or sit and ride cars. They kick balls to one another and roll hoops around the area. Some children become cold and ask to come inside. A member of staff brings them in and puts on some music encouraging the children to dance and join in the songs. Children sometimes experience sand and water play in the outside play area. During warmer weather children spend more time outside and experience more activities outside.

Children are protected by some suitable hygiene routines. Children help themselves to tissues from the box and wipe their own noses. They dispose of tissue in the bin. Staff are trained in first aid and a suitable first aid kit is available. Accidents are recorded in a confidential manner and parents sign as appropriate. Registration documentation includes parents signed permission to obtain emergency treatment for children. Medication administration record forms are available although no medicine has been administered at playgroup. After messy activities and before cooking children share a bowl of water for hand washing. A shared hand towel is used for drying and this quickly becomes soiled, therefore, children are at risk from cross infection. Children are taken to the toilets whenever they ask, and all together before snack time. Children all wash their hands under running water at this time and toilet roll is used for hand drying. However, children also touch the toilets and waste bins and are at risk from infection. The changing facility in the disabled toilet is used for nappy changes. Staff wear gloves and aprons to protect themselves and talk to children in a relaxed manner while they are carrying out the procedure. Soiled nappies are disposed of in the waste bin with the gloves and apron. The changing area is not routinely cleaned before or after use and again children are at risk from cross infection.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children have use of a large room within a community building. There is a small kitchen adjacent to the playroom, which children do not access and the door is kept closed. An alternative room within the building is used on Friday morning. Children are accompanied to the toilet along the corridor, and nappy changing takes place in the disabled toilet. A well fenced, outside play area is available, and the large gates to the vicarage garden are kept latched. Other community groups use the building at the same time and staff are very aware of security and keeping the children safe. Children do not leave the playgroup room unless accompanied by a member of staff. Parents and visitors ring a door bell to gain entry to the building and staff let them in. Suitable measures are taken to ensure children's safety, for example, socket covers are in place.

Fire evacuation drills are practised regularly and recorded, however, registers are not always accurate therefore safety is compromised.

Children are offered a range of activities during each session, however, there is little opportunity for children to choose toys from storage. Table top activities and floor toys are provided according to planning. Some physical activities are provided inside the hall, however staff are aware that children require additional physical play, and often become restless during the session.

Children are safeguarded by a knowledgeable staff team. All staff are aware of the child protection procedure as written in the policies. They would report concerns to the leader. Staff are aware of their professional duty regarding child protection.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are individually welcomed into the playgroup. They are familiar with the staff and settle into the activities provided. Many children join the play dough table, which is near the door, and a member of staff welcomes them warmly. Staff talk to parents about how the children are feeling. Children move around the range of activities freely. Some choose to tackle a few puzzles on the table or play with the cars and garage. Children quickly become familiar with the routine of the setting. They know that after tidying away the toys it will be time to go to the toilets for hand-washing, and then have a snack. Children line up at the doorway and join in the singing as they walk along the corridor. Children are helped to become independent when putting on their coats or dressing up clothes. They learn to take turns on equipment such as the trampet and make friends with other children.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff know the children well and help them develop and learn. Current planning is clear and includes some learning and development ideas for the staff to employ. The leader is currently taking training to improve her skills regarding observation, assessment and planning. Staff currently make notes of activities in children's individual records the day after they happened, as they have time early in the morning. These notes are not linked to the stepping stones of the Foundation Stage curriculum and are not used to lead the planning, therefore children's development is not balanced across all six areas of the curriculum. Staff use incidental opportunities at the end of the session to encourage children to look at a number line and count.

Children take part in painting activities. They use long brushes to paint pre-cut fish shapes blue. Some children enjoy putting the paint onto their hands and printing with their fingers. An easel is also used for creative painting. Children choose the colours to use from the four pots available. Children take part in imaginative play at the home corner. They use a shopping basket to collect fruit and foods and take them to the cooker to pretend to prepare a meal. Children also mould the play dough and cut paper into small pieces with scissors.

Children learn to communicate and listen to stories. They join in answering questions regarding the pictures in the book and look at writing from Russia. Children begin to recognise the letters of their names from the labels on their pegs. They also read the time-line of photographs which is displayed. Children are encouraged to look at number displays and count to ten. They recognise shapes and match them up in the egg sorting activity. Children join in singing songs when

playing with the parachute or when sitting at the table before snack. They sing counting songs including 'Peter hammers with one hammer'.

Children's knowledge and understanding of the world is enhanced when they go out to the outside play area. They observe flowers and bushes growing as well as the fir cones. Children take part in activities linked to the theme of fish. They spread butter onto bread and paint paper which is cut into fish shapes.

Helping children make a positive contribution

The provision is good.

Partnership with parents and carers is good. Children are well cared for due to the frequent communication between parents and staff. Staff ensure they talk to parents as children are brought into playgroup and as they leave at the end of the session. Parents state that they are well informed about children's progress and nursery education. They talk to children's key workers regarding development and receive regular newsletters giving information about future planning. Parents state that they find staff approachable and they can always talk to them if they wish. They are aware that children are given additional tasks and activities to enhance their development.

Parents are aware of the policies and procedures of the group and know how to make a complaint if necessary. They sign their children in and out of the setting and keep staff informed about changes to telephone numbers or addresses as necessary. Parents are involved in the playgroup by being part of the volunteer rota of helpers. Staff take time to support parents and talk to them as required.

Children are treated as individuals and staff know them well. They are sensitive to individual children's needs as many children are from differing cultures and several have English as an additional language. Staff encourage contributions from parents and families within the community, for example one parent brings a favourite book to share, which is Russian. Children enjoy opportunities to dress up in multi-cultural clothing and play musical instruments from around the world. All families are made welcome and a poster shows a welcome in a number of languages. Spiritual, moral, social and cultural development is fostered.

All children are valued and staff know their individual needs well. They find out about the children through the 'Get to know you' booklet and talk to parents frequently. Staff use visual aids to help children with English as an additional language. A photographic time-line is displayed and used to help children understand the routine of the setting. Children are immersed in the English language and encouraged to try out new words and sounds.

Children's behaviour is generally good. A behaviour management policy is in place and is shared with parents. Children are asked not to run in playgroup. The leader gets down to child level and talks to children calmly. She tells children how she would like them to behave. Staff praise and encourage children's activities and efforts. Children are asked to help tidy up the equipment during the morning and those children who join in are thanked.

Organisation

The organisation is satisfactory.

The play-group is efficiently organised and children's individual records are available at all times. The staff team work well together and support one another, as well as the families. The

setting meets the needs of the range of children for whom it provides. Most parents sign their children in and out of the building and visitors also sign this record. A separate register of attendance is kept, however, these registers are not always accurate.

Leadership and management is satisfactory. Suitable recruitment procedures are in place and the management ensures all necessary checks are completed. The whole staff team have changed during the last year. Ongoing training is valued and the staff are encouraged to access courses through the play association and Local Authority. The group leader is a role model to staff. Regular staff meetings are held and staff take part in appraisals. The quality of care and education is monitored through the observation of the children and meeting with parents. Observations are not linked to the Foundation Stage curriculum and management do not ensure children progress along the stepping stones of all areas of learning.

Documentation is stored confidentially and staff ensure all records are available when required.

Improvements since the last inspection

At the last inspection the staff were asked to revise planning so that resources which promote equality of opportunity are available, and to revise systems of registration to include the names of those parents who attend as volunteers, and their arrival and departure times.

Resources which reflect diversity are available throughout the sessions.

The registration system has been developed to include times of arrival and departure of all those attending the group, however, it is not always accurate and this remains a recommendation.

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):

- enable children to clean and dry their hands appropriately to prevent cross infection
- improve all hygiene procedures to ensure children are protected from cross infection

- develop the choice of activities and enable children to choose from storage
- ensure register information is correct and that all present are safe in an emergency

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 children's assessment records reflect children's capabilities and are used to inform planning which is meaningful to staff and successfully promotes all children's progress through the stepping stones
- develop staff's knowledge of the early years curriculum and ensure they are all involved in making contemporaneous observations of the children's activities

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