

Longnor & District Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	218187
Inspection date	09 October 2007
Inspector	Valerie Thomas
Setting Address	St. Bartholomews C of E Primary School, Buxton Road, Longnor, Buxton, Derbyshire, SK17 0NZ
Telephone number	01298 83233
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Registered person	The Trustees of Longnor and District 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.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

WHAT SORT OF SETTING IS IT?

Longnor and District Pre-School Playgroup opened over 25 years ago and is a voluntary charity managed by a group of trustees made up of parents and volunteers.

It operates from the hall and a purpose built room within St Bartholomew's Church of England (Voluntary Controlled) School in Longnor, near Buxton. It serves the local and surrounding rural areas. A maximum of 16 children may attend the playgroup at any one time. The playgroup is open on Mondays and Tuesdays from 09.15 to 15.15 and on Wednesdays from 09.15 to 12.15. All children share access to a secure enclosed outdoor play area.

There are currently nine children aged from two to under five years on roll. The playgroup is eligible to provide funded places for early education. Currently, there are no funded children on roll.

There are four members of staff who work with the children with volunteers and parent helpers providing additional support. All members of staff hold appropriate early years qualifications and two staff are working towards a further qualification. A volunteer is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Procedures to help children develop good personal hygiene are effective. Children are supervised well as they go to the bathroom to wash their hands for their snack. Staff wear protective clothing when changing children and there are written guidelines displayed to ensure good routines are followed. The clear procedures for sick and infectious children help prevent the spread of infection and parents are contacted if their child becomes ill at the setting. Consequently, this helps children remain healthy.

Children benefit from healthy and nutritious snacks provided at each session. They are able to sit and choose from the varied selection. Children enjoy eating the slices of apples, bananas and oranges and staff talk to them about the fruit being healthy and good for them. There are regular drinks and children learn that if they are involved in physical activity, such as playing the instruments, they may need another drink. Their understanding of healthy food is further encouraged as children make banana milk shakes. This helps children develop a positive approach to healthy eating.

Children enjoy good opportunities for physical exercise and playing outside in the fresh air. They have lots of fun as they take part in the action songs, hopping around like little bunnies. They enjoy playing outside, sliding down the slide, riding along on the bikes and taking their baby for a walk in the pushchair. This helps children to develop their physical skills and maintain a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The main room used by the playgroup is very welcoming and there is good space for the children to play comfortably. There is a wet floor play area where children can access the sand, water and paint and they are able to play on the bikes in this area if the weather is bad. There is also the use of the school hall for large physical play, such as playing with the parachute. The main room doors open up onto the outside play area and there is a further grass area for the children to use. There is a good range of resources available which are easily accessible in storage boxes and interest corners are set out, such as the role play and computer area. This allows children to make choices about their play.

There are generally good processes in place to promote safety within the setting. Security is good as the main door to the play room has a latch fitted and staff closely monitor access at all times. Risk assessments are completed regularly and precautions are taken, such as storing cleaning materials safely and checking the toilets and safety of toys on a daily basis. The fire evacuation is displayed in the main room and fire drills are completed. However, the drills are not very frequent, which means that as children and volunteers attend different sessions there are some who are not fully aware of the procedure. This does not fully promote children's safety.

Children benefit through staff consistently setting clear safety boundaries. As a result, children learn that they should not run in the room and that they must not climb on to the table when playing outside. This encourages children to take responsibility for keeping themselves safe.

Children are well protected by staff who have a good understanding of child protection issues. They have a clear understanding of signs and symptoms that may alert them to child abuse and fully understand the correct procedures for reporting any concerns. The written policy is detailed and offers clear guidance to make sure all staff fully understand the procedures. This helps to ensure that children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children experience a wide range of activities which contributes to their development well within the setting. They sit and enjoy the story and staff encourage everyone to join in. They show a real interest and are motivated to take part as they show how they can smile like the baby in the book. Language is very much encouraged as children tell their mummy that they have had a sticker as they pretend to talk on the telephone. They thoroughly enjoy playing the instruments as they pretend to sit on the bus, banging the drum and shaking the bells to the beat of the song and moving them like the swish of the wipers on the bus. Staff extend this activity further by introducing instruments which come from Africa. Children have great fun as they use the stick to make sounds and become very excited as they bang the drum and tap their feet.

Children's sensory skills are developed well through the varied range of textures provided. They have access to pasta and sand daily and explore other media, such as gloop and baking activities. Children show good interest as they watch the staff squirt the shaving foam on the table. They put their hands in and laugh, having great fun as they move their hands around making patterns. They describe it as 'wobbly' and 'soft'. Lots of encouragement from staff helps children who are more tentative to develop their confidence and they start to smile as they progress from touching the foam with their finger to feeling it with all of their hands. The extensive range of activities provided helps to ensure children's interest is maintained and stimulated.

Relationships between staff and children are positive and caring. Children's self-esteem and independence is developed well as they receive lots of vibrant praise from staff. They are told how kind they are to share the toy squirrels and show them to their friends and how clever they are for helping to tidy away. Consequently, children are developing confidence and are keen to help.

The 'Birth to three matters' framework is used well to promote children's learning and there are displays to show how the various activities relate to the relevant areas. Staff observe children as they play and use this information to inform progress records.

Nursery education.

The quality of teaching and learning is good.

Staff demonstrate a good understanding of how children learn and progress. They are extremely enthusiastic which motivates children and encourages them to take part. This helps to maintain children's interest well as staff sit with them, asking questions and extending their play. Planning of activities ensures all aspects within the areas of learning are covered, although it is not

adapted with individual targets for the differing abilities of children. Observations of children's progress and achievements are recorded on a regular basis. However, this information is not used to show how children progress over a period of time or to demonstrate their attitude to learning and how they have achieved certain stages. Consequently, this has the potential that children's learning may not be fully extended. Staff have a good knowledge of the Foundation Stage and use this effectively to continually provide learning experiences for children, such as when Sumit the puppet joins the children for their snack. New staff identified for the role of supporting children with learning difficulties and/or disabilities are in the process of developing their understanding of the Special Educational Needs Code of Practice which is currently limited. Behaviour is managed well. Staff remind children how they should treat their friends and to say sorry if they have been unkind to someone. The room is organised well and offers a stimulating environment with a good range of resources to promote children's learning in all areas.

Children's attitude to learning is good and their concentration is developing as they join in with activities. They concentrate well as they sit and paint their pictures with two brushes and are very keen to try new activities. They quickly finish their painting so that they can help to make a house from the large cardboard box. They have good relationships with each other and show care for their friends as they give a teddy to a child who has just woken. Children speak clearly and fluently, and confidently tell adults about the school trip they have been on and that they have had chips and ketchup for their lunch. Children's literacy skills are developing well. They handle books carefully as they sit together, turning the pages and talk about the hungry bear in the story. They handle letters as they stick them on the paper plates and recognise that 'F' is the first letter in their name. As they draw their pictures they tell the staff that they have drawn a tunnel, giving meaning to their marks.

Children understand and use numbers well. They are able to match number to object as they count how many beads are on the thread, counting up to seven quite confidently. Their understanding of shape and size is good. For example, they easily distinguish which piece of toast is a triangle and which is a square shape, and know that the box for the house is big and that the clothes needed for the doll are tiny. Opportunities for children to develop their knowledge and understanding of the world are very good. They regularly go for walks in the countryside, collecting leaves and making collages, and visit the zoo to look at the animals and their footprints. This is further extended as Blackbrook bring in animals, such as an owl and hedgehog, for children to stroke. Children thoroughly enjoy the surprise visit they have from the basket of four puppies that arrive. They are excited as they stroke them and laugh as the puppies nibble their jumper. Staff are very proactive at extending children's understanding of other cultures as Sumit the puppet joins the children for tea. They learn that Sikh boys grow their hair long and that they keep it covered on their head.

Children's fine manipulative skills are developing well. They use one-handed tools competently as they paint their pictures and write the letters on the paper plate. Children's understanding of their health and body is encouraged as they discuss how different sports can keep you healthy and how they need to wash their hands after touching the puppies. They pedal bikes and use the climbing equipment with confidence. Children are confident in naming a range of colours as they colour and know that they are wearing burgundy boots. Opportunities for children to express themselves freely through art, music and dance are good. Imaginative play is promoted well through children having free access to the role play area as they sit and iron the clothes for their doll and play in the big house they have made.

Helping children make a positive contribution

The provision is good.

Behaviour management within the setting is successful. Much focus is given to promoting the positive responses of children as opposed to any negative behaviour. Children are encouraged to sit at the table through staff showing how others are sitting nicely and they use the posters displayed to show good practices. As a result children behave and respond positively to the boundaries set. They come to the table to sit down for their snack and get down off the table when asked. Children are able to develop positive relationships with each other, waving goodbye and saying 'see you again' to new ones who visit and play nicely with the trains together. Importance is placed on developing children's confidence and self-esteem with lots of praise and encouragement during the session. Children are chosen as helpers to give out the plates and set out the chairs at snack time. Children's spiritual, moral, social and cultural development is fostered.

There is a good range of resources to raise children's awareness of diversity. For example, there are books, jigsaws and posters. This helps children to develop their understanding of others. Children are helped to develop their understanding of other languages as they look at the German book and learn that auto means car in English and sing 'Heads, shoulders, knees and toes' in German. Different festivals are celebrated and photographs show that children learn how to use chopsticks to eat the noodles and how symbols are used for Chinese writing. This helps children to develop their knowledge of the wider world. Although there are no children currently attending with learning difficulties and/or disabilities, there are good systems in place to ensure support is effective. Staff thoroughly understand the importance of working in partnership with parents and external agencies to help children progress.

Relationships with parents are positive. They are made aware of how the setting operates through the parent pack which also includes some of the policies. Information is displayed on the notice boards and there are additional leaflets from other organisations available in the entrance that parents may find useful. In addition parents form the committee to make decisions for the playgroup. There is a clear complaints procedure in place and there is a system to record any complaints. Children's individual needs are discussed and recorded with parents. A daily exchange of information helps to keep parents informed of their child's well-being, although children's progress is not always actively shared with all parents. This does not enable all parents to fully support their child's development.

The partnership with parents and carers of funded children is good. They receive information on the six areas of learning and planning is available for them to view the daily activities. They are encouraged to be involved in their child's learning. Parents are invited to stay for special events, such as the sports day and harvest festival, and they are asked to bring photographs in to link with the topic. This enables parents to be involved and enhance their own child's learning.

Organisation

The organisation is good.

There is a good level of qualified staff who work with the children and volunteers are often present which means there are good staff to child ratios. Many additional training courses are attended. For example, 'Writing all round from birth to 4', 'Promoting positive behaviour' and 'Birth to three matters and beyond'. This commitment to training contributes to the good quality care provided.

There are effective recruitment procedures in place which ensure all staff are appropriately vetted. For those still waiting for relevant clearances to come through there are clear procedures in place to ensure they are well supervised so that children are protected. Induction procedures are implemented and ensure staff understand their roles and responsibilities. All required documentation is in place and all records are stored securely to ensure confidentiality. This helps to promote the welfare of children.

The setting is organised well as are the space and resources to meet children's needs. Support for children is good as they are comforted and helped to settle when it is time for their parent to leave. Staff are very enthusiastic in their interaction and encourage children's independence well as they play. Consequently, children are happy and enjoy their time. Overall, children's needs are met.

The leadership and management of funded children is good. Reviews of practice take place through staff meetings, advice from external agencies and visits to other settings to view practices. In addition appraisals are completed for all staff to ensure they are effective in their roles and the management committee takes an active part in the running of the group. Discussions take place with the settings that the children move on to in order that they can be fully supported in their progress.

Improvements since the last inspection

At the last inspection the provider was asked to: forward an action plan in relation to the manager obtaining a relevant qualification; produce a written statement for lost and uncollected children, and improve the complaints and behaviour procedure.

Both of the managers now hold a Level 3 qualification and are suitable for the position. This helps to ensure that children's needs are met and that the playgroup is managed effectively. There is a clear written procedure for lost and uncollected children in place and staff fully understand the procedures. This promotes the safety of children. The complaints policy has been revised and now includes Ofsted contact details. The behaviour policy now has clear procedures to inform staff and parents how any incidents of bullying will be addressed. Consequently, children's welfare is promoted.

This is the first inspection in relation to funded children for early education.

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):

- ensure all persons working at the setting are fully informed of the fire evacuation procedures and ensure that drills undertaken take account of the varying patterns of children's attendance
- develop further the systems in place to share information with parents on their child's progress and development.

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):

- improve the system for recording progress to ensure that it shows clearly how children develop over time, gives insight into children's interests and achievements and develop planning to detail targets and support for individual children
- continue with the plans to develop staff awareness of the Special Needs Code of Practice.

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