

Playdays Opportunity Group

Inspection report for early years provision

Unique Reference Number	206146
Inspection date	22 November 2007
Inspector	Christine Holmes
Setting Address	Chellaston Community Centre, Barley Croft, Derby, Derbyshire, DE73 1TU
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Registered person	Linda Winter
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.

WHAT SORT OF SETTING IS IT?

Playdays Opportunity Group is a privately owned playgroup, which has been operating since 1993. It is situated in the main hall and club room at the Chellaston Community Centre in the Chellaston district of Derby.

There are currently 75 children from two years to five years of age on roll. This includes 38 children who receive funding for their nursery education. The setting currently supports a number of children with learning difficulties and/or disabilities and who speak English as an additional language.

The group opens five days a week during term times. Sessions are from 09:00 until 12:30 on Monday, Tuesday and Thursday and from 09:00 until 15:00 on Wednesday and Friday. Children attend a variety of sessions.

There are seven staff who work with the children. Over half the staff have an early years qualification to NVQ level two or three. The setting receives support from a mentor from the Derby City Early Years' Development and Childcare Partnership.(EYDCP)

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's sense of well-being and physical development is actively and effectively supported because during most of their play sessions they are able to freely access the outdoor play area. This enables children to enjoy fresh air as they play. Whilst outdoors children have a wide range of activities to take part in. They enjoy energetic play including taking part in planning obstacle courses as well as climbing and running. Activities which include using chalks and pouring water in the water help them to develop their finer manipulative skills. Good use is made of indoor space to allow children to move freely. Children show great enjoyment and eagerly participate in activities including balancing on beams and moving to music.

Children learn about how they can help to keep themselves healthy. Topics include 'Myself' and help children to understand the importance of good hygiene such as washing hands and eating healthily. The topic also included a visit from a local dentist to talk to the children about the importance of brushing their teeth. Children enjoy mostly healthy snacks and meals and they are able to access drinking water throughout the day which ensures they are suitably nourished and well hydrated. Suitable information is exchanged with parents to ensure children's individual dietary needs are met.

In general children's good health is effectively supported through the setting's health and hygiene policies and procedures. For instance, parents are alerted to head lice in the setting and they are provided with combs to check their child's hair. Suitable arrangements are in place to ensure appropriate action is taken in the event of children becoming ill or sustaining an injury. However, the current arrangements for children to dry their hands in the bathroom does not minimise the risk of cross-infection.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Inside the premises there is a bright and welcoming environment. Staff are on hand to greet and play with children and exchange information with parents. There are lots of displays of children's work, including a board where children display their own work. There is an extensive collection of good quality toys and resources that are set out before the children arrive. Good attention is given to supporting children's independence and choice. For example, in the craft area children create freely using the wide selection of tools and materials on offer. There are a number of interest tables set out around the room which encourage children to explore. Good use is made of the spacious large room. For example, an area is partitioned for small push-along cars and balancing beams whilst the two side rooms are used for quieter activities including role play and a book area. The good use of the outdoor means that children enjoy a number of activities in and outdoors.

Children learn about keeping themselves safe. They take part in role play activities including using small world traffic lights. They take part in craft activities to make traffic lights and learn what the different colours mean. A range of books are used sensitively by staff to discuss issues of stranger danger. However, staff are not vigilant in identifying all potential hazards in and outdoors. For example, a hole in the fence is not identified and covered before children play outdoors and doors to restricted areas such as the kitchen and store room are not kept closed and secure. This does not ensure children's safety is fully protected.

Staff are aware of their roles and responsibilities in relation to child protection. They know what procedures should be followed. However, the written policy is not a comprehensive document for staff and parents to refer to. This does not fully ensure children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit from a very harmonious environment where all staff show a genuine interest in them, what they say and what they do. Staff effectively engage children in conversation and use open-ended questions to extend children's vocabulary. They use props including puppets, music and songs and create imaginative areas such as a bear's cave to stimulate children to become involved and interact in activities. This fosters children's self-esteem, confidence and communication skills. There is a key person system in place which is used effectively to support children's sense of belong. Children and parents know which group they are in. Staff spend time getting to know their group of children and encourage the children to get to know each other. They observe what children are able to do and they plan activities to further support children's learning. Children benefit from the good emphasis staff give to explorative and sensory play. For example, children are able to explore with water, dough, paint and glue on a daily basis and they clearly enjoy expressing themselves through song and musical instruments. This is helping children to make good progress in their development.

Nursery education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Staff have a good knowledge of the Foundation Stage and secure understanding of how children learn and make progress. Good emphasis is given to developing warm and trusting relationships with children which significantly contributes to children's confidence and self-esteem. Staff continually strive to make learning a rewarding and enjoyable experience, in which children explore, investigate, discover and consolidate their developing knowledge, skills and understanding. For example, staff planned for the children to have an 'Egg-citing time' when they made links with a local farm to provide eggs for the children to pack and stamp ready for their parents to buy. They encourage children to take part in a book review. Children draw pictures to represent their favourite part of the story. A large play cave and plenty of bears and puppets inspires the children to re-enact or make their own story. Staff are always on hand to take part and ask children questions which creates a constant learning environment for children where their interests and imagination are fostered.

Planning effectively covers all the aspects of the six areas of learning. Activities are well-matched to children's abilities and interests and are planned to include all children. Children's progress along the stepping stones is monitored and this information is effectively used by staff to identify children's next steps in learning. This helps to support children's progress effectively.

Children clearly enjoy taking part in the wide range of activities on offer. They become absorbed in their chosen activity such as sitting on the child-sized bench outdoors having a chat with their friend or writing prescriptions for all the member of staff's ailments in the role play area. They benefit greatly from the scope of independence they are offered. For instance, children initiate their own play with musical instruments and follow each other around the room making sounds together and moving to the music. They go to the craft area consolidating their design and making skills by making more 'traffic lights'. Children's enjoyment of books is effectively fostered through puppets, role play, reviews and books for reference. An environment rich in

print is providing children with a clear message that print carries meaning. Children quickly develop an interest in numbers because they use numbers with staff for daily purposes and they see numerals in their environment for a purpose. Daily activities and routines are used by staff to encourage children to take part in simple problem solving and role play situations provide good opportunities for children to mark for a purpose, weigh, measure and recognise shape. Children demonstrate increasing skills in using technology. They learn the simple principles for using a computer including clicking the mouse and dragging the cursor. Some children's skills are very advanced and are used to support other areas of learning including numbers, shapes and patterns. Well-organised resources means children are able to construct and create for their own purpose. Children are able to follow their own interest or consolidate previous skills that have been taught.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Children are very much valued and respected in this setting. They experience very positive relationships with each other and adults. All their efforts are encouraged and rewarded with praise. Children take part in activities which help to support their self-esteem and help them to express their ideas and feeling. For instance, when children are getting ready to leave the setting to go to school they make an 'about me book' which they take to school. This includes what they wish to say about themselves, their families, what they like to do, their favourite things and how they are feeling about school. Children with learning difficulties and/or disabilities are fully included. Staff work closely with other agencies and parents to ensure all children's needs are recognised and met. Children have good opportunities to learn about others and value differences. Recognising different festivals and well-used resources such as books positively develop children's awareness of diversity. Children behave very well. Staff interact positively with children at all times to help them understand acceptable behaviour. Staff are good role models and children receive praise and encouragement to develop consideration for others, to share and take turns.

Children benefit from the positive relationships staff build with parents. Staff are available to parents on a daily basis to exchange information. Parents take part in a fundraising committee and fundraising activities. Parents make positive comments about the staff groups' caring nature and the progress their children have made. Staff respond to complaints from parents appropriately, although the written statement does not fully reflect all procedures.

The partnership with parents and carers of children in receipt of funding for early years education is good. Parents are informed about the Foundation Stage and curriculum through displays. Daily exchanges of information, a book library, displays and children's work and newsletters are used to keep parents up-to-date with what children are doing and learning. This helps to support parents to be involved in their children's learning. However, parents are not yet fully involved in ongoing assessments and with working toward their child's next steps in learning. This does not ensure children's learning is supported fully.

Organisation

The organisation is satisfactory.

Overall children's needs are met. They are cared for by staff who are committed to improving and developing their practice. This has a very positive impact on children's care and learning. Children's health and safety is suitably safeguarded overall and recruitment procedures are in

place which ensure staff working with children are suitable to do so. In general, policies and procedures are in place to ensure the safe and efficient management of provision. However, arrangements to record the arrival and departure of children and staff do not always state the arrival and departure times which does not fully ensure children's safety.

The organisation of space and resources is good. The use of indoor and outdoor resources maximises children's opportunities to learn and supports children's independence very effectively.

The quality of leadership and management of the nursery education is good. The nursery benefits from a strong management structure which has led to a committed staff group. An effective monitoring and evaluation of the nursery education is in place which effectively identifies strengths and most areas for improvement. Staff are very open to improvement and change. This helps to ensure good early years practice which has a positive impact on children's learning.

Improvements since the last inspection

At the last inspection, the setting was asked to take further steps to safeguard children by implementing a lost children policy and a procedure to be followed in the event of an allegation being made against a member of staff or volunteer. In general good progress has been made. The lost child policy is now an established policy which is fully understood by staff and shared with parents. Staff are clear about their role and responsibilities in the event of an allegation being made against a member of staff or volunteer which means they would act accordingly, but the written policy is not clearly reflecting all the necessary steps to be taken by staff. Therefore this remains an area for improvement.

At the last inspection the setting was also asked to take further steps to promote children's good health by implementing a clear policy regarding the administration of medication and the recording of accidents, taking into consideration confidentiality. Satisfactory progress has been made in this area. Suitable records are now kept of all accidents and administered medication.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that require 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

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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):

- review the complaints and child protection written procedures to ensure they clearly reflect current procedures and ensure the arrival and departure of all children and staff is recorded on a daily basis
- make sure all hazards in and outdoors are identified and minimised
- take further steps to reduce the risk of cross-infection by improving hand drying facilities.

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):

- include parents more in initial and ongoing assessments and in working toward their child's next steps in learning.

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