

Sikh Community Centre Playgroup - Summer Scheme

Inspection report for early years provision

Unique Reference Number	226883
Inspection date	30 October 2007
Inspector	Kate Bryan
Setting Address	106 East Park Road, Leicester, Leicestershire, LE5 4QB
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Registered person	Sikh Community Centre Playgroup - Summer Scheme
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Roseberry Playgroup operates in the Guru Tegh Bahadur Gurdwara Community Centre in the Spinney Hills area of Leicester. The playgroup opens Monday to Friday throughout the year. Sessions are from 08.00 until 17.00. Children have access to the main hall, TV room, pre-school room and soft play room. There is also a play scheme operating for four weeks during the summer.

There are currently 35 children on roll, of which seven are in receipt of funding for nursery education. All children speak English as an additional language.

There are seven staff who work with the children, all of whom are qualified. The setting receives support from the local education authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for if they become ill, in a clean and satisfactorily maintained nursery. A sick children policy states that infectious children should not attend the group and that parents will be contacted to collect any child who becomes ill. Staff remind children to wash their hands before food and after using the toilet and children use liquid soap and paper towels so the risks of cross-contamination are effectively reduced. Staff also explain to children why these practices are important so they learn to be responsible for their own hygiene. Most required records are in place to ensure children's health needs are met, however, parents do not sign to acknowledge medication given which means children's health may be compromised.

Children have access to a suitable range of indoor play which includes bikes, a parachute, skittles and music and movement. They also enjoy jumping into hoops and throwing a ball through a basket ball net. Regular use of a local park also ensures they have suitable opportunities to develop their physical skills as they use large equipment such as a climbing frame and swings. Children develop good small hand-skills as they use rolling pins and cutters on plasticine, cut and stick paper and join in with action songs.

Children enjoy nutritious meals such as curry, yoghurt, a sweet dish and chapattis. They have completed work on healthy eating and enjoy practical activities such as making sandwiches and growing cress to support this. Snacks are fruit, and water is always available so they learn to meet their own needs for hydration well. All relevant details about diets and allergies are taken at admission so children's health is well maintained.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in developmentally-appropriate groups and have access to a range of rooms to meet their needs. These are decorated with displays of children's work so they feel welcome and valued. Staff are deployed effectively in these rooms to ensure that children are always kept safe. A good range of resources promote play and learning in the Foundation Stage and the 'Birth to three matters' framework and these are easily accessible so children can make their own selections during free play. Daily equipment checks also ensure that all resources are safe for children's use.

Children are well protected as staff monitor access to the group and visitors sign in and out of the building. They are beginning to learn about maintaining their own safety as staff warn them of hazards such as climbing on chairs and what could happen. They have also completed work on road safety so they learn effectively to be responsible for their safety when they go out on regular trips, for example to the park. Children also take part in regular fire drills and appropriate fire equipment is in place to ensure their safety is well maintained.

A useful child protection policy is in place which is worked through with staff at induction. The policy contains procedures to deal with allegations made against staff members or volunteers and emphasises that the group has a duty towards the children it cares for. Staff spoken with have a good understanding of this and the procedures to follow to keep children safe. Some staff have also undertaken training in this area.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy at the group and are confident to initiate their own activities from a range which includes a sand tray, construction, cars and a home corner. Warm relationships are in place between staff and children, and children happily engage staff in conversations about what interests them and what they have done, for example children had been to a firework display. Children are skilful communicators because staff spend time talking to them and extending their experiences. For example, the children observed a turtle and spoke about what he liked to eat, they then coloured in pictures relating to this. Staff also spend time during activities asking children questions to promote their thinking, for example what colour objects are. However, time is not always managed effectively to promote children's learning. For example, children watch the television after breakfast and lunch but staff do not use this opportunity to talk to them about what they have seen so they do not gain effectively from this experience.

Children are making good progress in developing their imagination and creativity. They use materials such as pipe cleaners and feathers to make pictures, and staff engage them in imaginary activities, such as choosing bikes, which they enjoy.

Staff are familiar with the 'Birth to three matters' framework and are using this well to plan activities. Children's achievements are recorded in tracker books so it is clear what children have learnt and what they need to learn next.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff have a suitable awareness of the Foundation Stage and of promoting this so that children make sound progress in all areas of learning. Planning systems are in place to show how the six areas of learning are promoted and good evaluations show what activities have been successful. However, planning and assessment are not linked to the stepping stones and planning is not differentiated to ensure it is matched to children's individual needs. Staff are also not always effective in managing time at the group, for example children had to sit in a circle at snack time whilst a child took fruit and drinks to them. This meant they had to sit still for some time with nothing to engage them.

All staff complete observations on children and a focused activity is used appropriately to inform assessments. Good levels of staff support means children are confident to initiate their own activities from a wide range of toys and resources, for example a computer and construction activity.

Children are beginning to play cooperatively alongside each other and older children are starting to develop their concentration skills, for example when listening to stories. Children are developing independence skills as they pour water for each other and persevere with activities such as painting pictures. Children are skilful communicators because staff spend time talking to them and extending their vocabulary. For example, they recognise their name cards and the letter that this begins with, staff then ask them what other words begin with this letter. However, children are not accessing books independently and so are not building on their word recognition skills. Children are able to form some letters correctly and older children are making appropriate progress in writing their names, however, opportunities for children to mark-make are not promoted routinely. Children count in order to at least 10 and use this skill often in activities

such as counting at circle time. They are also confident in using basic addition and subtraction and can recognise basic shapes.

Children have a suitable awareness of information technology as they can access a computer and programmable toys. They also have some trips out into the local community in order to learn about their place in the world. Children are developing an awareness of their emotions as they take part in activities that help them to recognise a range of facial expressions. They enjoy role play activities in the small world kitchen and discuss with staff the food they are making such as sweet corn. A staff member responded imaginatively to this as she showed the children a real sweet corn and asked them to tell her what it smelt like. Children enjoy singing and rhymes and have a good repertoire of songs, they also have access to musical instruments which gives them a further form of expression.

Helping children make a positive contribution

The provision is good.

All children are welcome at the group and staff work hard to ensure their individual needs are well met. Staff can offer a variety of languages to children and use key words and picture cards to help all children to make choices and feel valued. Staff work well together and ask other staff for help with languages, for example when a crying child needed comfort. A useful policy about equal opportunities underpins practice at the group by, for example ensuring that a range of resources are in place which promote positive images of other cultures. The acknowledgement of a range of festivals such as Diwali, Halloween and Eid also promotes children's awareness and appreciation of differences well.

Children behave well and receive lots of praise and stickers for good behaviour, such as sitting well, which helps them to feel acknowledged. A behaviour management policy is in place which uses age-appropriate strategies, such as time out, to help children to think about the consequences of their actions. This also contains procedures for dealing with bullying so all children can learn in an environment which promotes their well-being. Children happily join in with tasks such as helping to sweep sand away so they feel they have made a positive contribution to the group.

A special educational needs coordinator is in place at the group who liaises with the area coordinator to ensure children with learning difficulties and/or disabilities receive an individual and appropriate service. However, the written policy on special needs is not consistent with the Code of Practice which means children's needs may not be met as effectively as possible. Children would be included in all activities and these would be adapted to ensure they could participate.

Parents can speak to staff daily so they always have a good awareness of their child's progress. A key worker system also ensures parents have a point of contact for their child's needs. Parents may stay as long as possible to ensure their child settles at the group and home visits can be arranged, this promotes a good sense of belonging and ensures children feel secure. Parents receive a good range of information about the setting which includes a welcome pack containing information about the Foundation Stage and the 'Birth to three matters' framework. Regular newsletters and a parents' notice board also provide them with information about what their child is learning, for example the colour, shape and letter of the week. Parents have input into how the group is run as they can complete a regular questionnaire and use a suggestion box.

The partnership with parents and carers is good.

Planning is displayed for parents so they have a good awareness of what their child is learning. There are also good opportunities for them to be involved in their child's learning as children take home work sheets which ask parents to help their child in activities such as cutting out a yellow article. Children also take home book bags to continue their learning at home. However, parents do not complete a baseline assessment of their child so staff cannot build upon their existing strengths and interests. Children's social, moral, spiritual and cultural development is fostered. Staff introduce children to their own and other cultures well, they support children in managing their behaviour and are beginning to promote children's personal, social and emotional skills effectively.

Organisation

The organisation is good.

Children are kept safe because robust recruitment procedures ensure that staff are checked and are not left alone with children until they have been cleared. Staff undergo an induction procedure and sign to say they have read and understood this. This means children receive a consistent service which promotes their security. Children are also placed in a key worker group to ensure they settle quickly and comfortably.

All staff who work with the children are qualified, and access to a range of training means children benefit from motivated staff. Training has included child protection, the 'Birth to three matters' framework, the Foundation Stage, healthy eating and most staff have a first aid qualification. Most legally required documentation which contributes to children's health, safety and well-being is in place and a confidentiality policy ensures that information is only available to people who are authorised to see these.

The leadership and management of nursery education is satisfactory. Yearly staff appraisals ensure that staff's training needs are identified. There are sound systems in place to monitor and evaluate the nursery education provision to ensure this is delivered appropriately to all children. To achieve this the manager regularly observes staff and provides feedback on their practice so that they know how effective they are in teaching children. The manager has a good awareness of the strengths and weaknesses of the group and has a commitment to ensure that children receive a quality service. 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 provider agreed to: conduct a risk assessment on the premises, identifying actions to be taken to minimize risks, with particular regard to security of the areas used by children and toilet areas used by children and other members of the centre; ensure the visitors book consistently shows when visitors are present, and keep a written record, signed by parents, of medicines given to children.

A risk assessment is now in place and members of the centre do not access toilet areas used by children, the visitors book is also signed consistently so children's safety is well promoted. However, parents still do not sign to acknowledge medication given to children which means their health needs may be compromised.

At the last nursery education inspection the provider agreed to maintain a regular system of purposeful observations for all children, which inform detailed assessments of children's progress, and ensure that these are regularly shared with parents; ensure the staff are clear about the

learning objectives of activities, which should be informed by the observations of children and the assessments of their needs; provide more challenge for older and more able children in the areas of mathematical and physical development and some areas of literacy; provide more opportunities for children to be independent at snack time, and for them to regularly access information and communication technology.

Meaningful observations contribute to children's assessments and parents are regularly made aware of their progress; staff are clear about learning objectives which are transferred to planning and children are making sound progress in mathematical and physical development. Children also have opportunities to be independent at snack time and can access a suitable range of communication technology. A recommendation has been made about promoting word recognition and using books with children.

Complaints since the last inspection

In November 2006 concerns were raised with Ofsted about the play scheme, specifically that there was no system for registering the attendance of children on a daily basis; that there were no operational procedures for the safe conduct of outings and that there was no system in place for the regular exchange of information between parents and staff members. Ofsted wrote to the provider and asked that an investigation be carried out into the issues raised and that a report be sent to Ofsted. No satisfactory report was received, so Ofsted carried out an unannounced visit to investigate and National Standards 1 (Suitable person), 2 (Organisation), 6 (Safety), 12 (Working in partnership with parents and carers) and 14 (Documentation) were covered. There was no evidence to suggest a breach of Standard 6; however, there was evidence to suggest breaches of Standards 1, 2, 12 and 14, and actions were agreed as a result.

The provider remains qualified for registration.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 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):

- make sure that parents sign to acknowledge medication given to children
- make sure that activities are provided which build on children's experiences
- make sure that the special needs policy complies with the Code Of Practice

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):

- make sure that activities are planned which engage children's attention at all times
- review planning and assessment to ensure they are linked to the stepping stones and promote challenges for individual children
- provide more opportunities for children to practise mark-making
- ensure that children's interest in books is routinely promoted
- make sure that parents can contribute to a baseline assessment of their child so staff can build on their strengths and interests.

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