

# Terriers Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY252693
<b>Inspection date</b>	28 February 2008
<b>Inspector</b>	Margaret Moffat
<b>Setting Address</b>	St. Francis Church Hall, Amersham Road, High Wycombe, Buckinghamshire, HP13 5AB
<b>Telephone number</b>	01494 462909 or 01494 523180
<b>E-mail</b>	
<b>Registered person</b>	Terriers Playgroup
<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 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?

Terriers Playgroup opened in 1969. It operates from the main hall in St Francis Church Hall in the Terriers area of High Wycombe. The playgroup have the use of a kitchen and cloakroom facilities and there is a fully enclosed outdoor play area. A maximum of 30 children may attend the nursery at any one time. The playgroup opens five days a week during school term times. Sessions are from 09:30 until 12:00.

There are currently 43 children from two to five years on roll. Of these 27 children receive funding for early education. Children attend for a variety of sessions. The playgroup serves the local community. The setting currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The playgroup employs 11 members of staff. Of these, six hold appropriate relevant childcare qualifications and one member of staff is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children play in a clean environment where they learn to follow good hygiene practices. Visual displays above the sinks in the toilet, remind children how to wash their hands and liquid soap, paper towels, tissues and waste paper bins are readily available. There is a wash bowl, soap and paper towels available within the hall for children to access during messy play. These measures aid children's independence. There are suitable arrangements in place to record accidents and medication administered. Although staff are aware they have to inform the regulator of communicable diseases, they do not have a list readily available. Parents are asked to complete an up to date medical information form at the beginning of each term, to ensure children's individual needs are being adhered to.

Children enjoy regular physical exercise that contributes to keeping them healthy. They have daily access to the outdoor play area, where they enjoy running around and playing with the activities provided. Children use a range of small tools when playing with the play dough and pencils and scissors with increasing confidence in art and craft activities, helping to develop their fine motor skills.

Staff are aware of children's individual dietary needs through discussion with parents. These are recorded and staff keep parents informed if their children will be cooking or tasting foods during the session to further ensure they are fully aware what their children will be eating. Snacks of fresh fruit and drinks of milk and water are provided daily and children further develop their independence skills as they pour their own drinks. Snack time is a social activity where staff and children sit in small groups and chat to each other. Children are given time to eat and drink at their own pace and as others go off to join in activities, staff remain with the children keeping them company at the table.

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

The provision is good.

Children access a good range of toys and resources suitable for their age and stage of development and that covers all areas of the curriculum. Staff set out the activities before children arrive at the setting and ensure the room is inviting and welcoming for children to play. However, the computer station is not set up appropriately for children to sit comfortably and access with ease.

Staff minimise the risks of accidental injury to children through risk assessments and daily checks. Safety features such as socket covers and door stops are used and regular updates and comments on the daily check sheets ensure children remain safe in both the indoor and outdoor environments. Children are developing an understanding of how to keep themselves safe. They inform staff when they leave the room to go to the toilet and staff watch for their safe return. Children take their socks and shoes off as they wait in line for a turn in the soft play area and when they have finished staff gently remind those who run off to put them back on as they may slip and fall.

Staff have a very sound knowledge of child protection issues and know how to proceed if they have concerns about a child in their care. Policies and procedures are in place and comply with local authority guidelines. Systems for recording visitors to the group are good and persons

who have not been vetted do not have unsupervised access to the children. This promotes and safeguards children's welfare within the setting.

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

The provision is good.

Children arrive at the setting, happy and many leave their main carer with ease. They are aware of the play group routines as they show their parents what they do at the beginning of the session, they take them by the hand and point out that their name card has to go in the space next to their photograph on the group board. Visual displays of the daily routine further develop children's understanding of what is happening next. Staff are on hand to greet the children and parents as they arrive and help persuade children to come and join the others on the mat. Children are gaining confidence as they move between the activities on offer choosing where they wish to play next. Staff use the Birth to three matters framework to plan activities for younger children. They receive good individual support from staff who know them well. Children relate very well to staff and each other. Children confidently approach staff for support indicating good trusting relationships.

### **Nursery Education**

The quality of teaching and learning is good. Staff demonstrate a sound knowledge and understanding of areas of learning and use the stepping stones to plan a range of stimulating activities for the children. Observations are completed and used to update the children's profiles. However, the planning system and observations are not used effectively to build on children's interest and individual development to inform future planning. Staff utilise the outdoor play area well during the sessions to ensure children have fresh air and exercise but also to develop social skills and interaction. Children enjoy their time outdoors and show good spatial awareness as they run, jump, climb and play throw and catch with staff. Children show perseverance as they try to get the ball into the basket ball net, staff encourage them to move closer and when they manage a basket they show delight as they jump up and staff shout out well done. They enjoy pretending to paint the walls with water and getting wet. Children are developing an understanding of their own needs as they talk about wearing their hats and scarf's outside today as it is very cold. When running around they become aware of the effects of the activity on their bodies as they call out their legs are going faster and faster. Soft play equipment indoors provides children with opportunities to build, climb, crawl and rock on half moon shapes, further developing their sense of space. Although there is a computer available, it is not always in use for children to access if they wished. As children sit in small groups at snack time staff engage them in conversations as they talk to them about what they have been doing or about their home life and use appropriate questioning techniques to help develop their confidence and speaking skills. Children confidently make marks in greetings cards they are making, informing staff they are writing their names. Children learn to count in everyday situations and can name and recognise simple shapes such as triangle, square and circle. Children enjoy joining in with number songs and rhymes. Children express themselves creatively through a range of mediums. They paint, draw, cut and stick and use materials and tools appropriately to make cards and junk models.

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

The provision is good.

Staff have a positive attitude towards diversity. Children become aware of their own and other cultures through a range of resources, planned activities as they celebrate a variety of festivals. Children have opportunities to taste food from different cultures such as noodles, samosas and rice dishes as parents and staff bring these from home to share with the children. Children who speak English as an additional language receive good support. Staff speak to the children in both their home language and English helping them to acquire new words. They translate for parents ensuring communication is effective to meet the needs of the children. There are good systems in place to support children with who have special needs. Close liaison with parents and outside agencies ensures children's needs are planned for and met. Staff use Makaton to support children in their play. Children's spiritual, moral, cultural and social development is fostered.

Children are developing an awareness of the needs of others for example, when playing in the soft play area, children remind one another, as they pile the bricks up and climb on them, to be careful as they may fall off. Children show kindness and respect to staff and visitors as they offer them a piece of apple from the plate at snack time. Behaviour management strategies are appropriate and help children understand right from wrong.

The partnership with parents is good. Parents provide appropriate and relevant information about their children to the staff. This helps ensure children receive individual care and attention. Good information is available for parents through the prospectus and notice board and staff regularly share information with them verbally. Staff and parents work closely together to ensure children settle into the playgroup environment and parents report they are very happy with the progress their children make and the care they receive.

## **Organisation**

The organisation is good.

Children are happy and settled and benefit from the qualified and experienced staff who ensure they receive appropriate support and care throughout the session. Staff set up the hall and outside area before the children arrive ensuring the environment is warm and welcoming. Children feel a sense of belonging as they see their art work displayed around the room. Staff ensure that children are supervised at all times and ratios are maintained throughout the session. All documentation required for the safe and effective management of the playgroup is in place and this contributes to children's safety and welfare within the setting.

Leadership and management is good. Staff work effectively as a team and support each other well. They are aware of their roles and responsibilities within the playgroup and show a commitment to ongoing training and development helping to improve their practice. The supervisor is aware of the weakness in nursery education with regard to children's next steps in learning and staff are currently attending training, helping to address this. There are appropriate procedures in place for the recruitment and checking of staff and on going appraisals. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the setting was asked to include Ofsted's address in complaints procedure and implement an appraisal system to help highlight any training needs of staff and to promote

continuous development of education provided. An appraisal system is in place and staff attend regular training courses to improve the quality of education and care they provide for the children. The complaints procedure has been updated to include Ofsted details. This promotes children's learning and welfare.

### **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.

## **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 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):

- update health policy to include the list of communicable diseases Ofsted have to be informed of.
- review the computer work station to ensure it is set up appropriately for children to use with ease

#### **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):

- further improve planning to build on children's interests and individual development to inform future planning
- provide children with more opportunities to access the computer

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)