

Lilliput Playgroup

Inspection report for early years provision

Unique Reference Number	100232
Inspection date	03 April 2008
Inspector	Marilyn Peacock

Setting Address	Lilliput Pre-School Playgroup, Village Community Hall, Vicarage Road, Dagenham, Essex, RM10 9SD
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Telephone number	07952711141
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E-mail

Registered person	Lilliput Playgroup
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Type of inspection	Integrated
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Type of care	Sessional care
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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?

Lilliput pre school opened in 1950 and operates from a community hall in a residential area of Dagenham. A maximum of 30 children may attend the group at any one time. The pre school is open each weekday from 09:30 to 12:00 during term time and serves the local area. Children have access to a secure, enclosed outdoor play area.

There are currently 45 children aged from two years to under five years on roll, 25 of whom are receiving funding for nursery education. The pre school currently supports a number of children with learning difficulties and/ or disabilities.

The nursery employs eight staff; of these, seven staff, including the manager hold appropriate early years qualifications to National Vocational Qualification Level 2 or 3. A member of staff is working towards a qualification. The pre school receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP) and is accredited by the Pre-School Learning Alliance (PSLA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are learning effective procedures to prevent the spread of infection, they understand the importance of washing their hands after the toilet and before snack. They follow the pictorial guidance on the wall and they skilfully operate the soap dispenser using the step up to reach more easily. When they have finished they show their clean hands to the staff member before they sit down to eat. Most of the staff are qualified first aiders to keep children safe in the event of a minor injury. Children continuing health and well being is promoted as there are clear policies and procedures regarding ill or infectious children. Parents have been kept well informed of a recent outbreak of chicken pox and know to keep their children at home for the recommended period of time. Parents have provided consent for the pre school to seek emergency medical advice or treatment helping protect children in an emergency. Accidents are comprehensively recorded and details shared with parents.

Staff implement good procedures when preparing snacks at least one member of staff holds a food hygiene certificate and all staff wear gloves to prepare foods. Colour code dish clothes and labelled bowls helps minimise the risk of cross contamination. Children learn about healthy foods through the provision of healthy snacks, activities and discussion with staff. The pre school has recently become a healthy eating zone and only provide healthy snacks of fruit, vegetables sticks, yogurt and wholemeal cereal. Children engage in detailed conversation about how strawberries grow after finding a part of the stalk still attached to the top of the fruit. Snack time is a sociable time when children sit with their friends enjoying their time together. Children are fully involved in serving of the snack, they spoon yogurt onto their plates, pour out their own juice and pour cereal from the container. They place the dirty plates and cups into a washing up bowl ready to be washed up later. Staff are aware of children's specific dietary needs and monitor closely to ensure children do not eat foods which they may have an allergy to. Children confidently pour their own drinks when they are thirsty, from the jugs available on a low level table in the corner of the play room.

Children have daily opportunities to practise their emerging physical skills and are starting to develop an understanding of healthy living. The recently refurbished outside play area is used every day. Children move around the compact space with increasing control and growing spatial awareness. They energetically jump on the trampoline, take turns on the small slide and rock up and down on the see saw. They excitedly draw large circles on the chalk board stretching to see who reaches the highest. Their finer manipulative skills are developing well, they skilfully thread cottons through sewing cards, knead and pummel dough, bang pegs into a peg board and use pencils and paint brushes with increasing control.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children experience a safe, warm, comfortable child friendly environment each day. The staff transform the large empty community hall in to a bright welcoming place for children to play and learn each day. Colourful posters are displayed on the window sills and the front of radiators. Children's work is valued and displayed on the front of cabinets during the session. A small corner of the large room is made over to an informative parents area with a notice board, copies of policies and procedures, there is also a suggestion box and albums of photographs of children's activities. Children have ample space to move around freely. The hall is effectively divided into

separate areas of learning using tables, plastic mats and carpets. Children access an extensive range of developmentally appropriate toys and resources. A good mix of purpose made play equipment and familiar home equipment such as, saucepans and baking trays are available each day. Toys and equipment are checked regularly to ensure they are well maintained and they are washed as required.

The setting is secure and staff vigilantly monitor the door as children leave. Children are only allowed to leave the building with a person known to the staff and a member of staff closely monitors the door on to the road. Regular pre school routines and play experiences are used well by the staff to remind children of safety precautions. For example, children are reminded to use oven gloves when removing baking trays from the toy oven and they make sure that the plastic goggles are available when the plastic tools are out. Staff follow effective safety measures to protect children from harm, daily risk assessments are conducted and doors are secured when children are present. Evacuation procedures are practised regularly to help children become familiar with what to do in an emergency. The outcome of the practice is very well documented and evaluated with the help of the children to ensure they are as effective as possible.

Staff have a good knowledge of child protection issues to ensure children's welfare is safeguarded. All staff have attended safeguarding training and the relevant literature and contact details are available to support staff in the event of any concerns. However the policy document has not yet been updated to reflect recent changes in the safeguarding board.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the pre school. They learn from a broad and varied range of activities and settle easily into the pre school routines. They cheerfully greet each other and excitedly tell the staff of their achievements away from the group. There is a strong emphasis on learning through play children are interested in the activities available and spend time concentrating on self-chosen activities.

Nursery Education

The quality of teaching and learning is good. Staff have a good understanding of the Foundation stage. They provide a stimulating environment and well-planned activities, making good use of the available resources. Staff are good role models and demonstrate a positive attitude towards learning by presenting activities in an interesting and enthusiastic manner. They have a clear understanding of how children learn and adapt their approach to suit different ages and stages. Written plans are linked to the six areas of learning and make clear what children are expected to learn from activities consequently children are making good progress towards the early learning goals in all areas of learning. Activities are evaluated to ensure that learning objectives are met. Staff are confident to adapt and change activities when required to progress children's learning and sustain their interest.

Children are forming excellent relationships with their peers and are very trusting of the staff who they approach easily for support and help with tasks they are finding challenging. Children's time at the pre school is happy and fun, children are interested and excited by the activities available. Children are extremely well behaved they respond well to the realistic adult expectations on behaviour. Children are familiar with the group's routines and are confident at self care skills, putting on their own coats before going out in the garden, accessing the

toilet independently and pouring their own drinks when they are thirsty. They play cooperatively, sharing resources for example when using the peg boards one child goes and fetches three hammers so they all the children present can have a go.

Children are confident communicators they are keen to share their experiences, they chat confidently to their friends and familiar adults. Children listen attentively to taped stories and snuggle up with staff in the cosy book corner to share stories. Children handle books carefully, turn the pages and hold them the correct way up. Staff make good use of good quality reference books to develop children's understanding the purpose of writing. Children are learning the sounds letters in their name make with the support of staff when collecting their name cards at registration. They access a wide range of mark making resources both inside and outdoors, they paint using a range of brushes and tools and use chalks on the chalk board in the garden. However opportunities for children's to practise their emergent writing and writing for a purpose are not fully exploited as writing materials and note pads are not readily available in all areas of the group.

Children show a growing interest in numbers and counting. They explore the concept of simple addition and subtraction when they join in with number rhythms at the end of the day. They can say what is one more or one less and attempt to add two groups of objects. They compare the number of plates at snack time to the number of children eating to ensure there are enough for all the children requiring snack. Children use mathematical vocabulary well in their play recognising shapes within activities and excitedly telling the inspector 'that is an oblong' as they complete complicated shape puzzles. They challenge each other to build the tallest tower using large bricks and staff help them measure their achievements using large tape measures.

Children and staff sit together talking about the construction of buildings using plans and photographs as a guide. They share discussions about past and present events in their life and happily chat about the changes weather at circle time. Children ask questions about why things happen and how things work when acting out Bob the builder stories using plastic tools and resource and explore the life cycle of insects during focus activities.

Children explore a wide range of creative mediums, paint, sand and water excitedly. Children use their senses to explore the texture of dough and shaving foam. They use their imagination well and express their ideas creatively. They act out familiar stories during role-play expressing their ideas of how animals move when wearing animal masks. They enjoy acting out family life and familiar roles using real cooking utensils, trays and equipment. Children enjoy music and singing sessions they enthusiastically explore the sounds different instruments make.

Helping children make a positive contribution

The provision is good.

Children have a strong sense of belonging they build strong relationships with their peers and the adults in the group therefore they feel settled and secure. All children have equal access to toys and equipment and are becoming increasingly confident and independent. Good settling in procedures means that staff get to know children's individual care needs prior to them leaving their parents to attend the group consequently they are able to support children's emotional well being effectively. Children are developing a sense of responsibility and growing self esteem as they are involved in the day to day routines of the group, they help serve snacks and happily help clear away at the end of the session. Children behave exceptionally well, they are very polite and helpful they take responsibility for their actions and show care and concern for each other. Staff are good role models the positive reinforcement children receive from staff helps

them feel valued. Children have access to a comprehensive range of resources that reflect the diversity in our society, they celebrate a variety of festivals during the year. Children's spiritual, moral, social and cultural development is fostered.

Children with additional needs are well supported. The special needs coordinator works closely with parents and other agencies involved in supporting their care. Staff set clear goals for individual children to ensure their continual progress. All children in the pre school use Makaton sign language to communicate during circle time, they confidently use the sign for drink and cup.

The partnership with parents is good. Children benefit from the positive relationship that staff have with parents information is shared verbally on a daily basis. Parents speak highly of the provision, they are very satisfied with the care and education their children receive at the group, they explained that they find staff very friendly and approachable. Parents are welcome to meet with their child's key worker at any time to discuss their child's progress. However, there are no formal systems in place to review children's progress towards the early learning goals or share children's achievement at home.

Organisation

The organisation is good.

Children are cared for by a team of enthusiastic staff who are skilled at meeting children's individual needs. Good ratios ensure children receive very good supervision and individual support. Children form strong relationships with all staff. The qualified, experienced staff work well as a team and are committed to their ongoing development. Effective recruitment procedures ensure that only suitable persons are employed. Annual appraisal ensure staff's continuing suitability and identify ongoing training needs. A thorough induction programme makes sure that staff new to the provision have a full understanding of the ethos of the group and can support children in a consistent manner. Students and volunteers in the group also receive complete an induction programme the deputy manager who has responsibility for this area offers students continuing advice and support consequently they are able to play an active part in the group. Good organisation of the space, resources and the excellent deployment of staff ensures that children's care, learning and well being is promoted effectively. Consequently, the setting meets the needs of the range of children for whom it provides care.

All regulatory records consent policies and procedures are in place, these are clear, informative and stored confidently. However, the child protection policy and the complaints procedure require updating to reflect changes in contact details.

The leadership and management of nursery education is good. The group is well led and managed. The manager provides positive support to staff who work well together to promote children's learning. The manager works with the staff on a daily basis she monitors the quality of teaching and identifies the staff teams strengths and weaknesses as she works. The staff team are committed to the ongoing improvement of the setting and continually evaluate children's progress and the effectiveness of activities. Staff attend in service training regularly to further their professional development. They work cooperatively with the early years teacher to improve the outcomes for children.

Improvements since the last inspection

Following the last inspection the pre school where recommended to improve systems to ensure students and volunteers understand and implement the equal opportunities policy. The deputy manager now has responsibility for student induction and a full induction programme is now implemented. Students are given a copy of the groups key policies and procedures to take away and read. The deputy manger gives all student direction, support and guidance at the start of each session and monitors students interaction with children and the rest of the staff team. The group where also recommended to make sure that damaged fencing in the outdoor play area is made safe. The outdoor play area has been completely refurbished and a secure fence is in place.

There where no recommendations made following the last inspection of the nursery 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 have procedures for dealing with concerns and complaints from parents and to keep a record of complaints and their outcome.

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):

- make sure the complaints policy and the child protection policy reflect recent changes in contact details.

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):

- develop opportunities for children to ascribe meanings to marks during activities
- implement procedures which ensure parent are fully informed of their children's progress and information on children's learning from home is shared.(also applies to care)

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