

Paddington Playgroup Stage One

Inspection report for early years provision

Unique Reference Number	113626
Inspection date	14 March 2008
Inspector	Janet Marie Thouless
Setting Address	Escotts Primary School, Lewes Road, East Grinstead, West Sussex, RH19 3TY
Telephone number	07714662051 AM
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Registered person	Jill Budgen
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?

Paddington Playgroup Stage One has been registered since 2001. It is the sister group of Paddington Pre-School Stage Two and is specifically for children aged two to three years. Both groups are owned and managed by the provider.

Paddington Playgroup Stage One operates from within Escots Primary School, East Grinstead and is open from Monday to Friday, from 08:45 until 11.45, term time only. It is registered for 20 children and serves the local area. The playgroup has access to a purpose-designed playroom with toilets and hand washing facilities. An enclosed outside play area provides opportunities for outdoor play and activities.

A maximum of 20 children from two to five years may attend the playgroup at anyone time. There are currently 47 children on roll. This includes nine children who receive funding for nursery education. Staff are experienced in supporting children with special educational needs and children who speak English as an additional language.

A team of seven staff work with the children. Of these, three hold a recognised early year's qualification. There are three further staff who are currently undertaking early years training

and one member of staff is unqualified but has a wealth of experience caring for children. All staff have access to additional training such as first aid, health and safety and child protection. The group receives support from West Sussex Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

There is good provision in place for children to develop a healthy lifestyle. Children understand the importance of personal care routines and recognise why they must wash their hands before and after eating and after toileting. Effective procedures are in place to help prevent the spread of infection. For example, children use soap and paper towels or they use wet wipes. Children help themselves to tissues to wipe their noses and understand the importance of disposing of tissues hygienically in the covered bin to prevent cross infection. Staff follow appropriate nappy changing routines sustaining effective levels of hygiene. Well maintained written records of accidents and the administration of medication are in place. Children who are infectious do not attend thus preventing the spread of infection.

Children are offered nutritious snacks which include a wide selection of fresh fruits, raw vegetables, raisins and toast. Children benefit from the flexible rolling snack which allows them to make individual choices on when they wish to eat. Children's allergies are identified when they are enrolled at the setting, and staff are made fully aware of these. Milk and juice is available at snack time and children bring in their individual water bottles which helps them to remain hydrated through out the session.

Children enjoy many activities which encourage their physical development. For example, children develop their manipulative skills and dexterity by handling resources, such as pencils, crayons, paintbrushes, scissors and spatulas. They confidently knead with dough, scoop up dry sand using a range of resources and complete inset puzzles to develop their hand/eye co-ordination. Children enjoy many active games and enjoy using a range of resources and apparatus to develop their spatial awareness and body control. For example, children participate in action songs and dance and move around freely to songs, such as, 'The Wheels on the Bus'. They use a range of resources in the garden area, such as hoops and balls, wheeled toys and enjoy the digging area.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have access to a good selection of toys and resources that meet their needs. They freely move around the playroom, purposefully choosing what they wish to play with from the resources on offer. Space is well organised by staff, providing children with an area for creative play, role play, construction area and a small area where they can look at books. There is suitable storage space, both inside the setting, and in the outdoor play area.

Staff are vigilant with regard to children's safety, and have established good safety measures to ensure their wellbeing. The main doors are locked, a safety gate is fitted across the kitchen door and safety covers are fitted to all electrical sockets. Children are reminded not to run around the playroom as there is not enough room and they may hurt each other. Clear fire notices are displayed and fire exits are kept clear. Fire drills are held regularly, on different

days of the week, to include all children and staff. There is a secure system for the arrival and departure of children and staff are well deployed to ensure they are unable to leave the premises unsupervised. Staff obtain written permission from parents before outings, and complete daily risk assessments. The staff team have attended first aid training and a first aid kit and parents' emergency contact details are taken with them on outings.

Staff have a good knowledge and understanding of the child protection policy and procedures which ensure that children are safeguarded. The staff's knowledge is regularly updated through attendance at appropriate training courses. A comprehensive safeguarding policy is available to parents to keep them informed of the staffing team's responsibilities.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and enjoy their time exploring the range of activities on offer. They separate positively from their parents and carers, showing they are confident and have made trusting relationships outside the family environment. Children are occupied throughout the session as activities and experiences have been planned around the children's age and stage of development. Staff support children extremely well by involving themselves in their play and providing them with plenty of praise and encouragement. They help children express their thoughts and ideas and follow their individual interests.

Children are keen to learn and are encouraged to try out new skills which foster their social and emotional wellbeing and help them to achieve well. Younger children learn from a range of activities that are stimulating and well balanced. Children enjoy participating in creative media and staff encourage them to paint using a selection of colours and short stumpy paint brushes for ease of use. They delight in free play choosing activities, such as small world figures, pirate ships, cars and a garage. They spend lots of time in the role play area making tea, chatting on mobile phones and caring for dolly. This captures their interest and provides many opportunities to explore and investigate, effectively supporting the children's progress across all areas of learning.

Children's developmental needs are met well. Staff carry out regular observations following guidance from Birth to three matters and are aware of the differing needs of the younger children. Activities are appropriately adapted to enable the younger children to be challenged appropriately. This ensures that all children take part and benefit from appropriate levels of support. However, guidance on Birth to three matters is not shared with parents.

NURSERY EDUCATION

The quality of teaching and learning is good. Staff have a good knowledge of the Foundation Stage curriculum and plan an exciting, creative and practical range of activities. Medium term curriculum plans focus on topics throughout the year and recent topics include nursery rhymes, festivals and spring. Weekly planned focus activities take place each day with staff working directly with the children helping them to learn and remain focused; activities include making chicks and baskets in readiness for Easter. Children are all allocated a key worker who is responsible for recording their progress while they are attending the pre-school. Staff interact very well with children asking open ended questions to extend children's own thoughts and ideas. Children show confidence in their chosen activities and are developing their independence and personal care well. For example, on arrival the children choose from the range of activities on offer this allows children to make individual choices on what they want to do, helps them

to settle in to the morning routine and promotes their independence which fosters their self esteem.

When reading the story of 'Whose Baby am I' staff encourage all the children to name baby animals. Staff extend the story by asking children questions on where animals live, for example Owls live in trees and come out at night. Children thoroughly enjoy looking at books and choose from a broad range, however, their enjoyment is hindered at times through the lack of a cosy area which will enable them to sit and read books more comfortably. Children are very interested in the home made books and sit together discussing their contents. Children are self assured in their play and are developing their independence extremely well. For example, the flexible rolling snack allows children to make individual choices on when they wish to eat and children are able to complete activities at their own pace. Children explore descriptive language in group discussions and are confident to express their thoughts, feelings and ideas. Children recall tarts they had made when cooking and talk of the nursery rhyme 'The Queen of Hearts'. There are many worthwhile opportunities within play for children to link sounds and letters and identify familiar words, for example, children quickly identify their name on their name cards at self registration and at snack times confidently displaying them on boards. Children make sense of the world around them through creative projects and individual artwork. For example, they enjoy making chicks and baskets for Easter they then go on to paint pictures of their choice happily exploring the texture and volume of paint on paper. Children learn about a variety of celebrations such as Chinese New Year and sample prawn crackers and rice at snack times.

Children gain confidence in using numbers in their play and during daily routines. They respond enthusiastically to challenges such as matching and sequencing and enjoy activities, which extend their mathematical vocabulary, for example during number rhymes, stories and through consistent daily routines and discussions with staff. They confidently count the number of children at the snack table and identify that three children have the same name and hold up three fingers to indicate the number three. When playing hairdressers in role play they confidently explain to each other that they will cut just a little of the length. Children work well together, for example they happily share role play resources and if one children does not have a particular item then others will seek it out for them. They share puzzles with each other by rotating them around the table. Children develop and improve their physical skills through a variety of experiences, which include movement to music and outdoor play.

Children are making good progress towards the early learning goals in all of the six areas of learning. Staff use a flexible approach to planning and provide a good balance of adult and child led activities, therefore children learn at their own pace. The planning provides a balanced range of activities and experiences across all areas of learning. Staff use children's assessment records to monitor and record children's achievements and plan for their next steps in learning.

Helping children make a positive contribution

The provision is good.

Children's self esteem is fostered when staff praise them and recognise their achievements; children proudly store their creative work in their individual tray in readiness to take home and in hand made books to share with parents. Children with additional needs are welcomed into the inclusive environment; staff ensure additional support is available if necessary, including working with outside agencies as required.

Children are well behaved and work harmoniously with each other in response to the realistic boundaries and expectations of staff. Children have good opportunities to learn to respect the

needs of others. Planned activities and a good range of resources help them celebrate a variety of festivals, both local and worldwide. They regularly take part in charity and fund raising events and begin to recognise and celebrate diversity. As a result, children's social, moral, spiritual and cultural development is fostered.

The partnership with parents is good. All children are valued as individuals and their needs are effectively met using the information gathered from parents. This contributes considerably to children's well-being whilst at the playgroup. Parents are informed about their children's progress through daily discussion with the staff team and attendance at consultation meetings with key worker staff to view and discuss their children's individual assessment records. Newsletters keep parents informed of forthcoming events. However, weekly planning is not displayed to keep parents fully informed about topics and activities provided which would enable them to support children's learning at home. Parents spoken too are pleased with the welcoming atmosphere and nurturing nature of the playgroup.

Organisation

The organisation is good.

Children are happy and at ease in the playgroup because staff create a relaxed and welcoming environment. The daily routine is organised effectively around the needs of the children and good adult to child ratios mean that children are well supported. A good balance of adult-led activities, child-initiated play and group times offer a stimulating and interesting daily routine. Staff hold recognised early years qualifications or have a wealth of experience in caring for young children and are committed to keeping their knowledge and skills up-to-date through ongoing training. Clear systems for induction ensure staff have a secure understanding of the playgroup's policies and procedures and this has a positive impact on the smooth organisation of the group.

All policies and procedures are in place to promote children's well-being and these are regularly updated to ensure current best practice. All the required documentation is in place, the registration certificate is displayed, children's attendance is recorded and a clear complaints procedure is in place. Policies and procedures are displayed for parents to view.

Leadership and Management is good. Management has a high regard for the staff team and regular weekly meetings and clear communication ensures they all work well together. All staff have a good understanding of the Foundation Stage and contribute to the curriculum planning, providing a comprehensive timetable of play based learning. Management evaluate the service provided and there is a strong commitment to creating a rich learning environment for children. The setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

At the last inspection, two recommendations were made to ensure resources are available to reflect positive images of culture ethnicity, gender and disability and ensure written parental permission is obtained for any emergency medical treatment or advice required in the future. A range of resources have been obtained that reflect diversity and parents have given written permission regarding the seeking of emergency medical advice or treatment to ensure the safety and wellbeing of the children.

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):

- ensure parents receive sufficient information on Birth to three matters framework.

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):

- consider how the book area can be made more inviting to children.
- ensure weekly curriculum plans are displayed to keep parents fully informed and enable them to support children's individual learning at home.

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