

Teeny Weenies

Inspection report for early years provision

Unique Reference Number	EY347833
Inspection date	17 April 2008
Inspector	Patricia Webb
Setting Address	Warstones Primary School, Warstones Road, Penn, WOLVERHAMPTON, WV4 4LU
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Registered person	The Governing Body of Warstones Primary School
Type of inspection	Childcare
Type of care	Full day 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

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Teeny Weenies playgroup has been registered since 2007. It operates under the governance of the board of governors of Warstones Infant and Junior School in Penn, Wolverhampton. The group uses two classrooms within the school, with access to the main school building, dining area, main hall, and toilet areas. There is a fully enclosed play area available for outdoor play for the setting and access to the school play grounds. The provision provides playgroup sessions with wrap around care for nursery children as part of the school's extended day provision. The setting serves the local community families and children attending the school.

Teeny Weenies is registered to care for a maximum of 32 children from two years to under eight years at any one time. There are currently 42 children on roll. The setting is open Monday to Friday from 08:30 to 16:00, term time only. There are six staff working directly with the children. All staff have early years qualifications to National Vocational Qualification Level 2 and 3.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have regular opportunities to enjoy physical activity indoors and outside. They eagerly select their favourite bikes and scooters, showing skill in manoeuvring round the playground. They are developing small muscles and co-ordination as they use tools and implements with confidence and increasing dexterity.

Children's health and well-being are further promoted by efficient routines employed by staff to reduce the risk of cross-contamination and the spread of infection. For example, children are guided to follow hand washing routines and staff practise universal procedures when attending to intimate care and incidents requiring first aid. Accidents and the administration of any medication are carefully recorded and parents informed. Parents also give signed consent for the seeking of emergency medical treatment contributing to children's continued good health being further promoted.

Parents currently supply packed lunches for their children's main meal. The setting shares information with them regarding the safe storage of foods and explains the procedures for heating up any foods supplied. This reduces the risk of contamination and food spoilage. Dietary needs are discussed with parents and recorded for all staff to be aware of. Children enjoy the social interaction at snack and meal time, with animated conversations taking place about the different foods they have and how healthy foods are good for their teeth.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are happy and content in the setting. The rooms used afford ample space to engage in quiet activities or more active play alternating between the two bases. Children's work is displayed on the walls to offer a welcoming environment where children develop a sense of belonging. They readily access a range of equipment and resources that is clean, safe and suitable for their ages and stages of development. The setting is well maintained inside and out with regular risk assessments done by staff to identify and minimise hazards to children. Children are also becoming aware of their own safety as they understand about not running indoors, participate in regular fire drills and learn about road safety when on walks in the local area. The health and safety practice is explained to parents in a written policy outlining the setting's commitment to promoting safety at all times.

Children are protected as staff have attended recent training in child protection and have a sound understanding of the procedures. The current policy does not fully reflect the recent changes to the Local Safeguarding Children Board hindering how parents can be fully aware of the procedures in matters affecting their children.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the setting as their welfare is promoted and needs are met. Staff have recently introduced a key worker system enabling them to get to know individual children's needs and work more closely with parents. They are currently working on developing a system for the observation and assessment of children's progress and learning although this is not yet

fully effective. This slightly hinders how staff can effectively plan for the next steps in children's development.

Many children are confident and enjoy friendly and close relationships with the staff, seeking out adults for additional support when necessary, for example, when settling for a sleep after lunch or when requiring help in separating from parents. Staff know how to capture children's imagination and excite them as for instance, when adding food colouring to water. The children delight in sharing this as they recall how the member of staff used her 'magic finger to make the water go red!'

Staff make good use of child-initiated conversation and questions to promote their learning. For example, when preparing for lunch, staff draw children's attention to looking closely at their photographs on the place mats to identify each other by the colour of eyes and hair. Some staff amuse the children as they deliberately make mistakes during circle time for instance, allowing children to 'correct' the adults. Such practice ensures that children's self-esteem is promoted.

Helping children make a positive contribution

The provision is satisfactory.

Children are comfortable and at ease in the setting. Parents are asked to provide information about children's individual needs and interests assisting staff in the settling in process. Children are eager to take responsibility. For example, they readily tidy up when asked and assist in preparing for lunch time. They are learning to show care and consideration for others such as when younger children are shown how to use the hot air hand driers by helpful older children and are able to wait their turn when accessing the bikes outside. Staff help children to understand the boundaries and expectations so that they begin to manage their own behaviour, proudly showing off the stickers they have received.

Children's awareness of the wider society is raised through planned topics such as celebrating birthdays, festivals and looking at various cultures. They also have access to some resources and equipment such as books, dressing up clothes and small world play which depict positive images of diversity. The selection of resources reflecting disability are very limited at present, hindering how children learn about the differing needs of others. Whilst there are currently no children attending with identified learning difficulties and/or disabilities, staff are aware of the need to liaise closely with parents and other professionals in order to provide a consistent approach for addressing individual needs.

Staff foster friendly relationships with parents, developing a sense of trust and the mutual exchange of information. The settling-in procedure allows for pre-visits and flexible admission in order to best meet the needs of the child and their family. Written information about the setting is readily available for parents to refer to. A complaints procedure is in place and staff are aware of maintaining a record. However, a format has not yet been devised for recording appropriate levels of information from the complaints to share with parents on request. This hinders how they can be informed of matters affecting the care of their children.

Organisation

The organisation is satisfactory.

Children's care and learning needs are met through generally effective organisation of the setting. Recruitment and selection procedures are effective in ensuring that staff are vetted

and that children are cared for by staff who are suitable to do so. Staff organise the space and resources so that children can access different resources to extend their play and learning. They create various areas and displays to capture children's interests. Staffing ratios are exceeded, enabling staff to offer support to the younger and less confident children when needed. They are deployed well, with additional support from familiar staff within the school during the lunch time wrap around session. This ensures that children are settled and know the staff who care for them throughout the day, both in the playgroup and when moving into school nursery sessions.

There are policies and procedures in place to underpin the operation of the setting and confidentiality is observed at all times. However, some policies such as child protection, have not been updated to reflect changes to legislation and methodology.

Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration, there have been no complaints made to Ofsted that required the provider to take action.

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

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

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 the child protection policy to reflect recent changes to the Local Safeguarding Children Board procedures
- develop the process for observing and recording children's progress in their play learning and development in order to inform planning for the next steps
- expand the level of resources depicting positive images of disability
- devise a format for sharing appropriate information on complaints to be shared with parents on request
- review policies and procedure regularly to take account of recent developments and changes in legislation.

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