

Priory Lane Playgroup

Inspection report for early years provision

Unique Reference Number	205717
Inspection date	13 March 2008
Inspector	Sharon Watson

Setting Address	Priory Lane Community Centre, Priory Lane, Scunthorpe, North Lincolnshire, DN17 2HE
Telephone number	07961 629844
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Registered person	Priory Lane Playgroup
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 satisfactory. 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?

Priory Lane Playgroup is managed by a voluntary management committee of parents and volunteers. The group was registered in 1990 and operates from the community centre building in Priory Lane in a residential suburb of the town of Scunthorpe. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open from Monday to Thursday mornings from 09:30 until 12:00 during school term times. There is access to the neighbouring school playing field for outside activities.

There are currently 23 children aged from two to under five years on roll, of these 14 receive funding for nursery education. The pre-school employs four staff, three of them have appropriate childcare qualifications and one is working towards a qualification. The group receive support from the Pre-school Learning Alliance, and the North Lincolnshire Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from premises that are clean and well maintained. Satisfactory procedures are followed to prevent the spread of infection. For example, staff use anti-bacterial spray on tables and wear gloves and aprons during children's nappy changing. Children are generally learning about hygiene practices, such as hand washing after toileting and putting on aprons before messy play. At snack time children are given wipes to wash their hands, however, there is little talk about germs or cross infection to extend children's learning. Children's health records are well maintained and robust procedures, such as administering medication are followed to promote children's health. There are suitable arrangements for children to access outdoor play off the premises. These include taking children to the local park and using the facilities of the local school. At this time children engage in robust physical exercise and access climbing equipment in the school sports hall. On a day to day basis children independently use a see-saw and climbing frame within the playroom to promote their exercise.

Children's dietary requirements are discussed with parents and any special dietary requirements are acknowledged. Healthy foods are offered to children at snack time as they choose from a good selection of fruit. Effective hygiene procedures are not followed at this time as children use the table top to place their food. Drinks of juice, water and milk are offered to children throughout the morning. Healthy eating is discussed at snack time and this helps children develop a positive attitude towards a healthy diet.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are welcomed into the setting and greeted on arrival by friendly staff. They benefit from a self-contained playroom that is stimulating and child focused. Children's work is displayed around the room to add interest and ensure parents can share in their children's achievements. Separate areas of learning have been created as children enjoy a good range of safe and suitable toys and equipment. Suitable child size chairs and tables support children in their activities and ensure they can sit together for group activities. Children self-select their equipment from well stocked wheeled baskets that aid their learning. The book area with soft seating and carpet ensures children have the opportunity to relax and remain comfortable.

Children remain safe as staff are vigilant in their supervision of the children at all times. In particular, staff supervise children well in the toilet area and they are not left unattended. Equipment such as small steps and trainer seats are plentiful and aid children's independent hand washing and toileting. A thorough risk assessment of the building is completed and daily assessments are made to enhance children's safety. When using tools at the playdough table children demonstrate an understanding of keeping themselves safe. For example, they share with their peers the importance of handling tools safely as they recognise they may be sharp. Fire safety procedures are followed well and emergency evacuation of the building is practiced regularly with the children. Children's welfare is enhanced as staff have a good understanding of signs and symptoms of abuse and the Local Safeguarding Children's Board procedure.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The children's care needs and abilities are generally discussed with parents prior to their entry to the setting. This adequately provides a baseline assessment from which children's care and learning is developed. Children enjoy a good range of toys and activities to stimulate curiosity and maintain their interest. The sand and water is a favourite with the younger children as they explore and investigate. The home corner generally stimulates children's role play as they prepare dinner and make cups of tea. A self registration system is operated as children learn to collect their name card on entry and at snack time.

Children's settling in is considered and worked in partnership with parents to ensure a smooth transition. Children new to the setting remain settled and join in well. The story and singing session stimulate children's interest as props are used well to add interest. Children enjoy the painting and know the routine as they seek out staff to help with their aprons.

Nursery Education

The teaching and learning is satisfactory and children are making satisfactory progress towards the early learning goals. Staff have appropriate knowledge of the Foundation Stage Curriculum and are generally clear about what they wish children to learn. A key worker system is operated to monitor children's progress and complete observation assessments. However, staff do not plan effectively for the next steps in children's learning. The play room is well resourced and promotes the six areas of learning. Children are beginning to gain a sense of time as they follow the routine of the morning. They group on arrival and staff greet children individually as they are registered. They discuss what resources are available and what changes have been made to stimulate children's interest.

Children are self assured in making decisions when choosing activities. They move easily around the playroom and enjoy the company of their peers as they explore the water tray with a selection of whisks bottles and funnels. Bubbles are added and children skilfully use whisks to create more froth as they investigate change. They confidently express themselves as they explain to adults they are whisking the water to make more bubbles. Mark making opportunities are generally good as children enjoy painting and a well stocked mark making area. Children are learning to ascribe meaning to marks, when writing their name and demonstrate some recognisable letters. Snack time is a social occasion for the children as they group in small numbers. They learn to take turns as they self-register and wait for a space to be free. They are learning to differentiate colour as they choose their own beaker. However, the more able children do not pour out their own drinks and therefore, opportunity to promote children's independence is missed.

Children display high levels of involvement when using malleable materials. They self select their tools and communicate their ideas to their peers. They create wiggly worms and large snakes as children demonstrate increasing control when rolling their dough. Their imagination takes hold as this extends to models of dinosaurs with defined head and legs. At this time children share their dough as new children join their play and demonstrate care and concern for others. Displays evidence children's creative work and throughout the session they enjoy making finger puppets. A range of natural materials are used to stimulate children's creativity at this time. Paper circles are scrunched and hand to eye co-ordination is developed as children use scissors and glue sticks with increasing control. However, there are missed opportunities

to extend children's learning of shape at this time. At the sand tray children demonstrate an understanding of big and small when using equipment.

Children play creatively as they explore soil and texture and make links with farming. Small world toys, such as animals and tractors are added to help children make connections in their knowledge and understanding of the world. There is little opportunity for children to operate simple equipment and investigate how things work as resources are limited. Children benefit from a print rich environment and join in well with stories and rhymes. Props are used well to stimulate children's imagination and involve them in their learning. They give focus to children when choosing a rhyme and add interest to their stories as they listen with intent. Number rhymes are used to promote simple calculation and counting as children participate well in five current buns. Satisfactory resources are used to promote children's physical development, such as a climbing frame and see-saw as they go under and over. Action rhymes engage children in hopping, stretching and shaking as they learn to gain control of their bodies.

Helping children make a positive contribution

The provision is satisfactory.

The setting has an inclusion policy that welcomes children from the local area. A fair system is operated when providing places to ensure all children have the opportunity to attend the setting. A friendly approach is maintained by staff as children and their parents are welcomed into the group. Children are happy and secure in their care as they approach staff with ease. For example, they confidently say when they wish to join an activity, or need the toilet. Information is shared between staff and parents to ensure children's individual needs are met. Staff remain sensitive to children's needs at circle time as they respect children's wishes not to join in. A good range of well balanced toys and equipment meet the needs of the children. A staff recruitment procedure is implemented, however, equal opportunity is not always regarded when employing staff.

Children's behaviour is managed well as they remain interested and engaged, few incidents are observed. They remain fully involved in tidying up the playroom with their peers and are rewarded with praise and stickers. This recognises their achievements and raises their self-esteem. An effective procedure is operated to support children who demonstrate a cause for concern in their learning or development. Through play, children enjoy a satisfactory range of experiences that raise their awareness of ethnic and cultural diversity. They celebrate festivals, such as the Chinese New Year and enjoy food tasting activities. Toys and resources reflect diversity and are accessible to children at all times, for example, books, ethnic dolls and cultural dressing up clothes. The staff foster the spiritual, moral, social and cultural development of the children.

Partnership with parents is satisfactory. Staff welcome parents to stay with their children and join in their play as they arrive at the setting. A notice board displays appropriate information for parents about the day to day events and topics of learning. Parent packs are provided and include satisfactory information about the operation of the setting. A satisfactory system is implemented for sharing children's progress with parents. For example, a key worker system is operated and provides a point of contact for parents. Information about the foundation Stage curriculum is clearly displayed around the setting. Parent volunteers are welcome and this helps them to share in their children's care and learning.

Organisation

The organisation is satisfactory.

Leadership and management is satisfactory. Committee and staff generally work well together to develop and monitor the setting. They intend to use the Steps to Quality assurance scheme as a tool to monitor and develop their setting. Staff and committee play an active role in fundraising to enhance children's care and learning. A suitable vetting procedure is implemented to maintain children's safety. The setting has a well qualified staff team who work well together. They share the responsibilities of the setting and actively manage their designated roles. Such as those of child protection and special educational needs. Staff training is generally good however, effective consideration has not been given to staff development.

Staff are committed to the running of the setting and work well as a team. They use their initiative in setting up new activities and are deployed well around the playroom in response to children's needs. The play room is well organised and divided into separate areas for children's play and rest. Children can move around the playroom easily and self-select resources stored at low level. Effective systems are implemented to monitor children's attendance and adult to child ratios are good. Policies and procedures are implemented and generally keep parents and staff up to date with current practice. Children's details are maintained up to date and stored securely, however, a system for recording incidents does not ensure children's confidentiality. Overall the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Staff have completed childcare training that includes behaviour management. There are no issues observed at the inspection and children's behaviour is managed effectively. The supervisor is aware of child protection procedure, however, up to date training has not been completed. A complaints procedure is implemented and made available to parents. Overall improvements have been made in relation to partnerships with parents and children's safety. The setting is developing new systems to monitor children's learning.

Complaints since the last inspection

Ofsted received concerns relating to National Standard 1 suitable person, National Standard 2 organisation, National Standard 7 health, National Standard 12 working in partnership with parents and National Standard 14 documentation. An Ofsted inspector visited the provision on the 19th February 2007. Actions were raised and satisfactorily met by the registered provider. The provider remains qualified for registration.

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.

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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 good hygiene practice is followed at snack time to prevent the spread of infection.
- promote equal opportunities with regard to employment of staff
- ensure recording systems remain individual to children.

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):

- ensure observations and assessments plan for the next steps in children's learning and provide opportunities for children to explore and investigate a range of equipment to learn how things work.

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