

# Fortyfoot Play Group

Inspection report for early years provision

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<b>Unique Reference Number</b>	122561
<b>Inspection date</b>	22 May 2008
<b>Inspector</b>	Ann Moss
<b>Setting Address</b>	Fortyfoot Hall, Fortyfoot Road, Leatherhead, Surrey, KT22 8RY
<b>Telephone number</b>	01372 374769
<b>E-mail</b>	
<b>Registered person</b>	Fortyfoot Play Group
<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 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?

Fortyfoot Play Group is a committee run group. It opened in 1975 and operates from the Mencap Hall in Leatherhead in Surrey. A maximum of 40 children may attend the play group at any one time. The play group operates from 09:15 to 11:45 term time only. Children have access to a secure, enclosed outdoor play area.

There are currently 28 children, aged from two to under five years, on roll and, of these, 19 receive funding for nursery education. Children come from the local community. The play group currently supports a number of children with learning difficulties and/or disabilities and also makes provision for children who speak English as an additional language.

The play group employs five members of staff, of whom four hold an appropriate early years qualification. The setting receives support from the Early Years Childcare Service.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children play in premises that are clean, warm and well ventilated. They have daily opportunities for fresh air and exercise and go outside to play, in all weathers, which encourages their physical development, good health and awareness of space. Children participate eagerly in all activities and show good co-ordination and balance as they ride tricycles, kick balls and climb on and under equipment. Children enjoy a range of challenging activities and set their own goals as they peddle up and ride down slopes and walks on natural beam. Staff allow children time to develop new skills and practise existing skills, such as peddling forwards and backwards. Indoors, children have lots of opportunity to practise fine motor skills as they pour their own drinks and use scissors, glue spreader and pencils. Music and movement session are a regular feature of the session and most children enjoy clapping their hands and joining in action songs such as '10 little fingers' and 'Row, Row, Row your Boat'.

Staff follow good hygiene practice such as cleaning tables after messy play and washing hands before food preparation. Children learn to take responsibility for their own hygiene through practices that are part of their daily routine, for example, staff gently remind them to wash their hands before snack time, after using the toilet and to cover their mouth when sneezing.

Children learn about healthy eating through activities and stories, such as The Very Hungry Caterpillar. They have fruit and bread sticks, encouraging them to develop healthy eating choices. Snacks times are social occasions and children sit together to make it a social event. Children receive plenty of drinks, especially in warm weather, and after physical play, to prevent dehydration.

Children's health is protected by written information, documentation and parental consents, relating to health and medical needs being in place. Staff have attended first aid training and a first aid box, which is well stocked and easily identifiable, means minor injuries are dealt with quickly and appropriately.

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

The provision is satisfactory.

Children arrive happy and are eager to play. They gain a sense of belonging as staff create a welcoming environment with children's art work, posters and photographs displayed for their enjoyment and reflection.

Children use equipment, furniture and play materials that are safe and appropriate for their age and stage of development. However, the range and balance is limited and offers insufficient challenge to promote children's sustained interest. Space is generally well organised enabling children to move around indoors and outdoors freely and safely. They have space to sit comfortably and help themselves to books, in the book area.

Risks to children are minimised because staff have attended training in health and safety, are vigilant and use documented risk assessments routinely to identify and reduce potential hazards. Staff understand how to achieve a balance between freedom and setting safe limits and how to involve children effectively in organising their environment. This allows children to learn some sense of danger and knowledge about how to protect themselves and others from harm.

Emergency evacuation procedures are in place and practised regularly with children to ensure these are fully effective. This reinforces children's understanding of keeping themselves safe.

Children's welfare is protected by staff's awareness of child protection issues and the procedures to follow if they have a concern. Clear procedures are in place providing guidance and information for staff and displayed for parents to see.

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

The provision is satisfactory.

Children new to the setting settle very well. They attend weekly sessions with their parent/carers before joining the playgroup. This helps to develop a trusting relationship with staff so that they separate well when attending alone. Young children develop good levels of confidence and relate well to their peers. Group activities such as sand and water play helps to build positive relationships. Children explore play dough as they roll it out, squeeze, smooth it out and add glitter with their hands. They talk about colour, pattern and shape as they paint and show curiosity as they investigate leaves and twigs. Children enjoy the interaction of the staff, who know many of the families and children share news from home. In general children behave well.

### **Nursery Education.**

The quality of teaching and learning is satisfactory. Staff plan a varied range of activities which children enjoy. They use the Foundation Stage early goals to identify aims for learning. Staff complete regular observations and maintain records to monitor children's individual progress and inform future planning. However, the range and balance of resources are limited and offer insufficient challenge to promote older and more able children's sustained interest.

Children develop friendships and greet each other on arrival. They develop independences as they look after their personal needs, select resources and put away their pictures. Children communicate their needs in a variety of ways such as verbally, facially and through body language, which staff interpret well. Some children express their ideas and experiences well using good vocabulary. They develop language for communication as staff repeat what they say and describe their actions. Some children begin to recognise letters as they watch staff write their name and sound out the letters. Children have plenty of opportunity to mark-make as they paint, draw, chalk and play in the sand. Most children enjoy listening to stories and some confidently role play stories of their own choosing.

Children learn about number, shape and simple calculation through their daily routine. Some children use number names accurate in role play, for example, 'there's four for you' and confidently point to the square number line set out. Children recognise numbers that are important to them, such as their age. Singing songs such as 'Five Current Buns' develop an understanding of early calculation.

Children learn about the wider world from topics that are relevant to them such as family holidays, for example, to Malta. They enjoy visits within the local community. They find and observe mini beasts in the outdoor area and follow topics such as the life cycle of caterpillar.

Some children show curiosity as they pour and pat sand, developing their hand eye co-ordination as they scoop it into a container. Children develop their imagination well as they organise their own thoughts in the role play area or outdoors, pretending to be a television character or Spiderman. Children explore colour as they mix paint together on paper and make collages.

They are beginning to develop their creative ideas as they build and construct in two and three dimensions. Most children enjoy singing and movement to music and participate enthusiastically. They use movement well to interpret action songs such as 'Row Row your Boat' and 'Wind the Bobbin Up' and explore sound as they play percussion instruments. Children develop skills as they use equipment such as mobile phones to extend their role play. These activities sufficiently support children's development across all areas of learning.

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

The provision is satisfactory.

Staff treat children with respect by acknowledging their preferences and differences. They encourage children to participate in the full range of activities adapting these as necessary to meet children individual needs, thereby eliminating anti-discriminatory practice. Children play with resources that reflect aspects of diversity, however, these are limited. The provision for children who speak English as an additional language is satisfactory. Staff learn some words in the children's home language and invite parents into the setting to share their culture. This helps children to understand and appreciate differences. Children's spiritual, moral, social and culture development is fostered.

There are systems in place to identify and support children with learning difficulties. Staff liaise with parents and outside agencies to provide appropriate care. However, staff have not attended training and their knowledge of the Code of Practice is less secure.

Most staff make expectations of behaviour clear and give appropriate explanations to children, which help them to understand why certain behaviour is unacceptable. Some staff help children to negotiate and to understand other's needs. They support younger children in sharing and turn taking, and encourage them to listen to each others. This helps children to learn important social skills and build positive relationships.

The partnership with parents and carers is satisfactory. Parents spoken with state that they are very happy with the service provided and they particularly value that they group treats children as individuals. They know their child's key person and have daily opportunities to exchange relevant information. Parent receive some written information about the Foundation Stage curriculum in the prospectus and through wall displays. Regular parents meetings enable them to discuss their child's progress and contribute to their development record. This two-way sharing of information promotes continuity of care for the children and enables parents to contribute to their children's learning at home. Parents contribute to their child's learning through the parents management committee and as a parent helper.

### **Organisation**

The organisation is satisfactory.

The setting is in breach of regulation due the management committee's lack of understanding regarding the need to notify Ofsted of significant changes, specifically relating to the appointment of an additional supervisor. However, the management committee is proactive and rectified this with immediate effect.

Procedures are in place to ensure all staff are suitably experienced, qualified and vetted to work with children. However, there is no formal system in place for the induction of staff. The management committee encourage staff to attend relevant courses, so that all have a good knowledge of current practice to support the care, welfare and learning of the children. Staff

have regular discussion about training needs, but there is no formal appraisal system to evaluate and reflect on staff development. Staff organise the space effectively, allowing children free movement. However, resources present to encourage children's independence, interest and exploration are limited and lack sufficient challenge. This impacts on children's overall learning and development. The management committee are aware of their strengths and areas for development and currently looking at ways to develop these. All required documentation is in place and stored to maintain confidentiality. Written policies and procedures, which underpin the service provided, are in place and undergoing a full review.

The leadership and management is satisfactory. The supervisor has worked hard to build an enthusiastic staff team, who are keen to continually improve the provision, and work collaboratively. Staff show commitment to their professional development by attending ongoing training. The supervisor monitors the delivery of the Foundation Stage informally, and is aware some areas require further development, such as the quality of teaching, resources and aspects of planning and assessment to support children with identified needs. However, the monitoring undertaken is not rigorous enough to have a positive impact on children's achievements. This leads to weakness in these areas continuing, which impacts on how effectively children learn. Overall, the provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last care inspection, actions were set to update documentation and develop staff understanding of the safeguarding children procedure. Staff now keep a written record, signed by parents, of all accidents occurring in the setting. They carry out regular risk assessments indoors and outdoors in order to identify and minimise any potential hazards. Policies and procedures that meet the mandatory requirements in regulations are in place, understood and adhered to by staff and made available to parents through a policy folder. All staff have attended a safeguarding children course and are confident in their role. This improves the documentation and supports the welfare of children.

At the nursery education inspections actions were set to provide a suitable range of equipment to meet the developmental needs of all children that attend the setting. The manager and management committee have worked hard to address this and some improvement has been made. However, a further recommendation is made as a result of this inspection.

Also, to plan and provide a suitable range of activities for children, which are appropriate for their stage of development and based on their individual needs. In addition, ensure observation and record keeping is used to identify children's individual next steps so that these can be included in planning.

Planning shows themes and learning aims which relate to the Foundation Stage early learning goals. Plans clearly identify differentiations. This supports the children's learning.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that require 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

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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):

- further develop activities that challenge all children and provide opportunities to explore and investigate and to use resources to develop and extend their own learning (also applies to Nursery Education)
- develops staff understanding of special educational needs Code of Practice, through training initiatives
- devise a system for induction to ensure staff are fully aware of their roles and responsibilities.

#### 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):

- devise a system to monitor planning, and the quality of teaching and assessment of children

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