

# New Parks Community Centre Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY341117
<b>Inspection date</b>	11 April 2008
<b>Inspector</b>	Kate Bryan
<b>Setting Address</b>	New Parks Community Centre, St. Oswalds Road, LEICESTER, LE3 6RJ
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<b>Registered person</b>	Leicester City Council
<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 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?

New Parks Community Centre Playgroup is managed by Leicester City Council and re-registered with Ofsted in September 2006 after moving to new premises. The group cares for children in the main hall and has access to the facilities of the community centre. The group draws children from the surrounding local area. There are 26 places available at any one time for children aged from two to five years and currently there are 31 children on roll of whom 23 receive funding for nursery education. The group is open Monday to Friday during term times and sessions are from 09.15 until 11.45.

There are four members of staff who work with the children and all hold level three qualifications. The group receive support from the local education authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in clean and well-maintained premises and good measures are in place to ensure their health is well promoted. For example, a policy for sick children has exclusion periods for infectious diseases so all children's health is maintained. Children are in well-established routines, such as washing their hands after using the toilet, and understand why they do this because they sing songs about hygiene and staff remind them of it. Liquid soap, hot air dryers and wet wipes are also used so cross-contamination is effectively reduced.

Children have good opportunities for physical development through planned activities within the hall. Children enjoy using equipment such as climbing frames, tunnels, slides, balancing beams and bikes. Their small hand skills are well promoted as they use knives to spread on bread and use paintbrushes and scissors.

Children develop an awareness of the importance of healthy eating as they enjoy a good variety of nutritious snacks which include bananas, apples and grapes. They also have practical activities, such as making their own sandwiches, so they learn about using healthy ingredients, for example, ham, lettuce and tomatoes. Children are provided with milk at snack time and can access their own drinks of water throughout the session. Their health and dietary needs are well met because staff take all relevant details at admission.

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

The provision is good.

Children are cared for in a welcoming, safe and secure environment. The group use a large hall where space is used well to allow children to make progress in both the 'Birth to three matters' framework and the Foundation Stage. Children's art work is also displayed around the room which makes the environment attractive and gives children a sense of belonging. Children have good access to a broad range of safe and developmentally appropriate play materials which encourages them to be independent and to select activities and toys of their choosing.

Children are kept safe within the group. Staff use good levels of supervision to keep children safe, for example by escorting them to the toilet. Effective procedures are also in place to ensure the premises are secure and to monitor children's arrival and collection times. Staff carry out a risk assessment on the premises and equipment and daily checks re-enforce this. Children learn to take responsibility for keeping themselves safe through daily routines and staff clearly explain what is expected of them. For example, children are reminded to be quiet and cards are used to show children the appropriate action. Children are well protected because staff have a good understanding and knowledge of the child protection procedures and a policy is in place which is shared with parents. All staff have attended training in this area and are secure in reporting concerns appropriately.

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

The provision is good.

Children are interested and engaged in their play and enjoy their time at the setting because they are able to make choices from a wide range of well-organised activities and resources. Children are able to explore various materials because these are easily accessible to them and

they happily create using feathers and play dough. Positive relationships with staff and each other helps to develop children's confidence and self-esteem and staff clearly know them as individuals. This helps children to settle and feel included in the group. Children make progress because staff use the 'Birth to three matters' framework effectively to plan activities, meaningful recording also details the progress they are making.

The quality of teaching and learning is good. Children are making good progress towards the early learning goals because they are fully engaged in a wide range of activities which engages their interest. They can persevere in activities that they have chosen or are adult-led and a child showed good levels of concentration as he tried to put a drawer back in place. Children use high quality resources which fully support their learning across the curriculum. Their achievements are celebrated through attractive displays of their work and they respond well as they receive lots of praise. Children have also taken part in a sponsored walk which helps them to learn about the needs of others.

Children enjoy talking to others and happily talk about things that are important to them, such as their families. Children are making good progress in mark-making and do this with a purpose, for example, writing shopping lists, they also recognise their own names well and are learning the sounds that letters make as staff practise this with them at registration. A book area and use of the local book bus also provides children with good opportunities to see how language and the printed word work. Children show skill in counting and many can recognise written numbers, good opportunities are in place for them to practise counting and songs are used to help them understand basic addition and subtraction. Planning shows that children are also learning about shapes and positional language appropriately.

Children's physical skills are well developed through the use of daily exercise and they are learning to balance and negotiate their own space. They are also learning about changes that take place in their body after exercise as they feel their hearts beating. Children are learning well about the natural world as they have grown bulbs and take care of a large snail. However, their awareness of information technology is limited as there are few programmable resources and the group's computer is broken. A range of visitors to the nursery, such as firemen and the farm who brought baby animals, provide children with good opportunities to learn about the wider world.

Children have access to a good range of resources to support their creativity and imagination and have created using feathers, glitter, junk and rice. They have a good repertoire of songs and enjoy singing and matching actions to words. Children also enjoy dressing up and using musical instruments to express themselves.

Children's progress is carefully recorded on a regular basis to ensure that children are helped to move on to their next stage of learning. Planning is good and staff make effective use of focused observations of children to ensure that they progress well in all areas of learning. However, planning is not linked to the stepping stones and there is no differentiation in planning which means children's individual needs may not be met as effectively as possible. Assessments are meaningful and clearly show what children have learnt and need to learn next. Staff have a good awareness of the Foundation Stage of learning and use a good range of questions to extend children's learning. For example, as they count and sound letters at snack time.

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

The provision is good.

All children are welcome at the group and staff ensure that children learn about a variety of cultures by acknowledging a good range of festivals. For example, children made Diya lamps at Diwali. Children's individual needs are met because staff work closely with parents to ensure that all children feel a good sense of belonging. For example, staff have key words to use for children with English as an additional language. Children with learning difficulties and/or disabilities receive an appropriate service and staff have ensured that children receive one to one support if this is required. Close working with other agencies also ensures that all children's needs are suitably met. However, the Special Needs policy is not in line with the Code of Practice 2001 which means children's needs may not be promoted as effectively as possible.

Children behave well and respond appropriately as staff work with them to manage behaviour. For example, a staff member quickly intervened to prevent children 'fencing' with cardboard rolls and asked them to suggest alternative activities, this helps them to be responsible for their own behaviour. A behaviour management policy is in place which is understood by all staff and this means children receive a consistent service. Effective use of praise encourages children to view themselves positively and lets them know their good behaviour has been acknowledged. Children make positive relationships in the group and are encouraged to feel that they are contributing to daily routines such as helping to tidy up after activities and sweep sand up after play.

Parents receive a good range of information about the group which includes a prospectus and regular newsletters. The policies and procedures of the group are also available in the room, however, in practice parents may not know what is available and how children are cared for. All relevant details are taken about children at admission to ensure all their needs are well met.

The partnership with parents and carers is good. Parents are well informed about their child's learning as staff are available to talk with them daily, they can also join in with activities and help at the group. Staff involve parents in setting targets for children at the beginning of terms and these are then discussed with them at the end of term so they are always aware of children's progress. Parents also contribute to a baseline assessment so staff can build upon children's existing skills and interests. Children take part in a book scheme so parents have good opportunities to be involved in their learning and have the opportunity to comment on the running of the group by completing a comments sheet in the prospectus. Children's social, moral, spiritual and cultural development is fostered. Staff introduce children to their own and other cultures appropriately, support children as they learn to manage their own behaviour and encourage the development of their personal, social and emotional skills.

## **Organisation**

The organisation is good.

The children's varying needs are met due to the good organisation of space, time and daily routines, which enables them to feel secure. Efficient induction procedures ensure that policies and procedures are well known by all staff and contribute to the welfare, care and learning of the children who attend. A comprehensive operational plan also ensures children receive a consistent service. Training is given a high priority at the group which means children benefit from staff who are knowledgeable and feel valued. All staff have a childcare qualification and have worked together for some time which helps children to feel secure. Robust recruitment

procedures also ensure children are looked after by staff who are responsible and have been police checked.

Leadership and management of the group education is good. The manager has a vision of how she wishes the service to progress which includes offering care to younger children and she has a good understanding of the group's strengths and areas for development. Staff performance is monitored closely as the manager works alongside staff and assesses how effectively the children learn. Yearly appraisals also ensure suitable training is delivered to staff to enable children to make good progress in the Foundation Stage. 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 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:

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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 that the Special Needs policy complies with the Code of Practice 2001
- make sure that parents are aware of the policies and procedures that are available.

#### **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 that the use of information technology is supported for children
- ensure that planning is linked to the stepping stones so children's progress can be clearly identified
- ensure that planning shows differentiation so that children receive appropriate challenges.

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](http://www.ofsted.gov.uk)