

Disley Under 5s Playgroup

Inspection report for early years provision

Unique Reference Number	EY354409
Inspection date	14 May 2008
Inspector	Jeanne Lesley Walsh
Setting Address	Disley Primary School, Dane Bank Drive, Disley, Stockport, Cheshire, SK12 2BD
Telephone number	07885 426000
E-mail	
Registered person	Disley Under 5s 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 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?

Disley Under Fives Pre-school playgroup is administered by a parent committee. It operates from two classrooms within Disley Primary School in the Stockport area of Cheshire. The pre-school is open each weekday during term time only from 09.00 to 11.30. Depending on demand it also opens some afternoons from 12.30 to 15.00. There is access to a secure outdoor play area. A maximum of 40 children aged from two years to under five years may attend the pre-school at any one time. There are currently 33 children on roll, of these 28 are in receipt of funding for nursery education. The setting receive support from Cheshire Sure Start.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children are learning about being healthy through their daily activities, routines and exercise. During the inspection the children's activities are extended outside into the enclosed outdoor play area. They ride and push the wheeled toys and explore the sand and water play. They have

regular access to a range of interesting activities that they enjoy, out in the fresh air. The children follow positive daily routines that encourage their understanding of personal hygiene. They independently wash their hands before eating and after visiting the toilet and after playing outside. They use the step to help them reach the sinks and help themselves to fresh running water, paper towels and liquid soap. The children are also reminded to cover their mouth when coughing or sneezing, to prevent spreading germs.

The children are protected because there is a sick children policy in place, which is shared with parents. This includes the exclusion of infectious children, as well as procedures for contacting parents if a child becomes ill during the session. The staff implement good procedures to protect children when recording accidents and incidents, including any injuries a child may have on arrival. Seven staff hold a current first aid certificate and they have a well stocked first aid box on the premises. This means that the children receive appropriate care in the event of an accident. Accident records are reviewed regularly, to check whether any specific action to the premises could reduce incidents occurring. The staff obtain written consent from parents to seek any emergency medical advice or treatment that may be required.

The children are beginning to learn about healthy eating through positive daily routines. The staff discuss their individual dietary needs with parents and they provide the children with food accordingly. The children enjoy their daily snack in the 'snack cafe', which is a designated area for food preparation and eating. This means that the children can help themselves to their snack at any time they choose. They follow a name card system that indicates whether they have eaten or not and they enjoy a social, relaxed learning opportunity, which is well supervised by a member of staff. The children often help with food preparation by helping to cut their own fruit. The children are learning about where some foods come from as they grow their own onions, strawberries and herbs, as well as sun flowers and heathers. They also enjoy food tasting sessions when they try foods from different countries. However, the 'snack cafe' is situated immediately next to the open bathroom area, which increases the risk of cross-infection.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are welcomed by friendly staff into a warm, safe and secure environment. There are bright posters, welcome signs and information for parents is displayed. Children's work is also displayed all around the setting, which helps them to feel a good sense of belonging and boosts their self-esteem. As a result, they happily settle and explore the wide range of activities that are suitable for their individual stages of development.

The children are protected on the premises. Security systems are in place that ensure that children cannot leave the premises unsupervised. Buzzers are fitted on all doors to alert the staff if a door is opened. Daily risk assessments are routinely carried out and recorded to ensure the safety of all play areas inside and outside the building, as well as any planned outings. Toys and equipment are checked daily for safety and hygiene. Staff monitor the arrival and departure of all visitors so that there can be no unauthorised access to the children. All visitors to the premises are asked to make themselves aware of the fire drill procedure and to sign the visitor's book for the protection of the children.

Children's protection is of high priority to the staff. The children are never left unattended or with access to people who are not vetted. Children are protected because the staff demonstrate an understanding of their responsibility with regard to child protection issues. There is a designated child protection officer in place who has attended the local Safeguarding Children

Board training and cascades information to all other staff. Additional staff have also attended the Local Safeguarding Children Board launch. Information relating to child protection is displayed and shared with parents. Children are also learning to keep themselves safe within the local community. Photographic evidence shows them enjoying a visit from police officers, as they try on their coats and helmets. The children also learn about road safety and 'stranger danger'. They are able to extend their learning through additional activities and role play within the setting.

Helping children achieve well and enjoy what they do

The provision is good.

The children are very happy and settled in the setting, where their individual care and development needs are met. They are cared for by a consistent staff team who work very well together. Staff ensure that all the children enjoy a calm environment, where they can explore, achieve and develop at their own pace.

The children are becoming familiar with the daily routine as they collect their name badge on arrival and hang their coat on their own peg. They confidently wave goodbye to their parents and enthusiastically begin to explore their surroundings. The children are encouraged to make choices of what they wish to do, as the staff explain the plans for the day. They choose from the activities that are already prepared and they know they can also ask for alternatives. Some children choose the train track and others want to get the castle out. Others build the construction and some children love the giant floor puzzles. Whatever they choose they know that the staff will support them giving them as much time as they need to finish an activity. This means that the children always gain satisfaction and make positive achievements by working at their own pace. Throughout the session they confidently continue to make independent choices and think for themselves as they move around the setting. The staff ensure that activities for younger children relate positively to the 'Birth the three matters' framework.

At circle time the children sit together to sing their hello song and confidently share their news with each other. They talk about home and tell their friends that they are going on their holidays when they have saved up enough pennies, and they describe the new toy their mummy bought them. They are very secure in the setting and they are developing positive relationships with the staff and with each other. They are developing good communication skills as staff listen to the children, talk to them, explain and ask open ended questions. The children listen and respond positively to them.

NURSERY EDUCATION

The quality of teaching and learning is good. The children choose freely from a good range of resources that are available in all the dedicated learning areas. The staff demonstrate a good knowledge and awareness of the Foundation Stage curriculum and have attended training. They plan activities, which usually follow a themed approach, and use observations done through the key worker system, to become aware of the developmental stages of the children.

The children are working on their current theme of holidays and are making passports. They are fascinated as they look in the mirror to see what colour eyes and hair they have and they paint a picture or cut out a photograph of themselves to stick on their passport. They copy their names from their name cards, and they use the ink stamps of planes, boats and trains and refer to the brochures in the travel agents they have set up. The children pack their suitcases and confidently explain where they want to go and how long for. Their theme is developing

fast and the staff skilfully maintain the children's interest by including a wide range of associated activities, which extend their development in all areas of their learning.

In other areas the children are developing their mathematical skills. In the water play they explore, sort and count the natural materials, such as different shells, star fish and crabs and they carry water over to mix with the sand. The staff member wants to know whether they want a big bucket or a little bucket. Children also access a good range of books, which include numbers, counting and shape. Children use their imagination as they paint and dress up in character costumes. They enjoy opportunities to explore with binoculars as they look for birds outside and they become fascinated as they watch the mini beasts through their magnifying glasses. They are becoming familiar with simple computer skills as they practise their mouse control and their key board skills and follow a planned process of development.

Children work in groups alone and on one to one basis. The atmosphere in the setting is good, bright and stimulating with busy and quiet areas and children are confident, interested and learning. They are given time to work and play at their own pace, which helps them to progress and value their achievements.

Helping children make a positive contribution

The provision is good.

The children and parents are all welcomed into the setting. The staff discuss children's individual needs with parents during the admission process and continue to share information throughout their time in the group. The children settle well and they are all included in all the activities. The support from their key worker ensures that their individual, needs are well provided for. They are becoming aware of diversity through access to a very good range of resources and activities that promote positive images. Children are learning about diversity through the lovely coloured posters displayed in all learning areas. There are also some excellent resources available that support children's awareness and understanding in all areas of their daily activities. They use dual language books and cultural and character puppets to help children work through difficulties. They celebrate different religious and cultural festivals and through their activities they are beginning to become aware of their local community and the wider world. All children are welcomed into the setting. Children with learning difficulties or disability are included and the staff link closely with parents and other agencies to provide appropriately for their care.

A behaviour management policy is available and is shared with parents. The staff operate a positive and consistent approach to children's care and have high expectations of their behaviour. They display the 'golden rules' that the children are familiar with to promote caring about friends, sharing and taking turns. Staff help the children to understand how their behaviour can affect other people. During a recent activity about 'faces and feelings' the children made a list of happy, sad, scared and smiley faces and painted simple expressions to match. The children are learning to consider peoples feelings and become aware of the consequences of their behaviour on others. They remember to take turns and they love to make lists of whose turn it is next. When they are sharing they use the sand timer so the next person knows when it is their turn. The children behave well in the setting because they receive meaningful praise and encouragement through a consistent and positive approach. They are given lots of praise and explanation and they respond well to the staff who are observed to be good positive role models. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Information is well displayed and available for parents and they are always welcomed into the setting. The group is run by a parent committee

and along with the staff they work hard to involve all parents as much as possible. They are encouraged to help out at the sessions or by fund raising. Parents are kept informed through daily discussion with staff and through regular news letters. Discussion with parents confirm they are very happy with the children's care, they develop strong working relationships with staff and they feel very comfortable in the setting. They know they can always talk to the staff who keep them well informed about their children's progress and the activities of the group.

Organisation

The organisation is good.

Children are cared for in a positive and supportive environment, which effectively promotes their individual needs. The setting offers a warm and welcoming atmosphere where children can progress at their own pace. Clearly defined areas separate the different activities and all the staff work directly with the children. Appropriate records are well maintained and a set of policies and procedures help to support the smooth running of the group. Clear recruitment and selection procedures are in place. These are followed by suitable vetting procedures, induction training and regular appraisals for all staff members.

The leadership and management of nursery education is good. The manager is qualified and leads an enthusiastic, consistent team of staff who are all clear about their individual role within the setting. The staff are carefully deployed so that children are well supported in their learning. All of the staff demonstrate awareness of the Foundation Stage curriculum and they are all involved in activity planning. However, observations and planning do not clearly show how activities plan for children's next steps and ensure their individual needs are being met, although the staff are in the process of developing these procedures. Regular staff meetings take place, as well as daily staff briefings, to ensure that all staff are updated with any issues that may arise. They work well together as a team and show commitment to their own personal development by attending regular training events. The staff then share the new information with team members and they use their new learning to enhance the quality of care and education for all the children. 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 complaint record may contain complaints other than those made to Ofsted.

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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):

- organise the snack café area to reduce the risk of cross-infection in relation to the proximity of the bathroom facilities.

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):

- continue to develop planning to show how observations are used to plan for children's next steps and ensure their individual needs are being met.

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