

# Coten End Playgroups

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY336625
<b>Inspection date</b>	09 May 2008
<b>Inspector</b>	Anne Felicity Taylor
<b>Setting Address</b>	Coten End Youth Centre, Coten End, Warwick, CV34 4NU
<b>Telephone number</b>	01926 491 873
<b>E-mail</b>	
<b>Registered person</b>	Coten End Playgroups
<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 outstanding.

### WHAT SORT OF SETTING IS IT?

Coten End Playgroups has offered a service to the local community for over 40 years. It re-registered in 2007 and operates from the main hall and several other rooms in the Youth Centre in Warwick. A maximum of 41 children may attend the setting at any one time. Sessions are each week day in term time. Younger children attend from 09:00 to 11:30 and pre-school children from 09:00 to 12:00. Older children can stay for lunch club from 12:00 to 12:55. There is an enclosed rear outdoor play area for all the children.

There are currently 49 children aged from two years six months to under five years on roll. Of these, 40 children receive funding for early education. Children generally come from the local area. The setting is able to support children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language. Younger children are cared for in a small group in separate room, with staff ratios to meet their needs.

The nursery employs 10 members of staff. Of these, six hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children gain a thorough understanding of the importance of good personal hygiene routines with the consistent support and guidance of the staff. Children wash their hands before snack and after using the toilet, generally with staff supervision. Easily accessible facilities and resources encourage the younger children to develop positive hygiene habits when they are becoming independent. A comprehensive health and safety policy is in place which is easily available to parents, including information about the sickness policy and infectious diseases. Clear and comprehensive procedures are carried out to ensure that parents are kept well informed about their child's time at the setting, for example, accident recording procedures. Emergency contact details and consent are in place for each child. Staff with current first aid training are always on site in each area of the building, and fully-stocked first aid boxes are easily available. Therefore, children are cared for very well if they have an accident or become ill.

All the children are very well nourished. They enjoy a variety of healthy snacks and drinks during the session, including fresh and dried fruit, toast, vegetable sticks and milk or water. Children are offered lots of choice and are encouraged to try different food, which means that they develop independence skills and are introduced to new tastes. Older children staying for lunch club bring a packed lunch. Meal times are happy social occasions, with staff sitting having their meal with the children. The children are encouraged to enjoy their food while chatting to friends and staff. Staff are committed to promoting healthy living as they discuss with the children foods which will help them to grow and make them strong. All food is stored safely because a refrigerator is available and storage temperatures are monitored and recorded.

Children are offered a wide range of energetic physical activities, both indoors and outdoors, that make a good contribution to their health, well-being and physical development. Younger children benefit from having free-flow play to the enclosed outside area during fine weather. They extend their imaginative and creative play, dressing up and looking at books as well as enjoying developing their skills using bikes and see-saws. Children play and learn with enthusiasm in the sand and water. Learning experiences for older children are significantly enhanced by the children being outdoors in the fresh air. They are focussed and keen doing their warm up exercises before completing a balancing course with increasing skill. Indoors, they enjoy ball games with the active participation of the staff. Regular visits to the local park enables the children to use large fixed equipment, climbing safely with increasing confidence. Children enjoy musical and circle games which enhances their coordination and their ability to move safely and with care.

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

The provision is good.

Staff create a bright, welcoming and secure environment. Children and parents are all welcomed into the setting with great warmth and friendship, therefore developing strong relationships which ensure that children settle down quickly. The separate facilities for the younger children enables staff to create an appropriate environment for the younger child, with good staff ratios and plenty of time to meet individual needs, for example, talking to parents about their child's development. The main pre-school areas are organised to be exciting and interesting for the children, with a wide variety of activities and play set out for their arrival.

Children use a wide variety of equipment appropriate to their age and stage of development. Play equipment is safety-checked as it is used and staff ensure it is clean, therefore children use suitable and safe equipment. Staff plan carefully so that children can explore and experiment with different materials, increasing their curiosity and knowledge of the world around them, for example oats and recycled materials. Children learn to care for equipment and develop responsibility as they help to tidy up and put equipment away.

Children develop a good awareness of safety as they discuss the need to walk and not run indoors to avoid accidents. All fire and electrical equipment is checked routinely, ensuring it is safe. Evacuations are carried out regularly which means that children are familiar and comfortable with the procedure. However, a formal fire log is not in place and therefore full written records are not available. Children respond well to the boundaries set by staff, including safety for outdoor play and walks locally. Children's safety is the priority and the clear deployment plans enables staff to be vigilant at all times. Risk assessments have been completed.

Children are protected from abuse or neglect. Staff attend training and appropriate policies and procedures are in place. There is a designated member of staff taking responsibility for child protection and all staff are aware of the signs to look for and the procedure to follow.

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

The provision is outstanding.

In both areas of the pre-school children take part in an exceptionally wide range of very well-planned activities. Routines and planning are flexible and staff display great skill at adapting activities well to meet the individual needs and interests of children attending. Children display warmth and affection for staff, with staff reciprocating appropriately, which means that children feel valued and happy attending pre-school. Parents have clear lines of communication with staff and they are comfortable to approach staff at any time.

Children aged two to three years are supported superbly as they settle into their room. Developing social skills and settling down are the priorities for the younger age group, and the children receive individual loving care and attention as they become familiar with the daily routine. Children benefit enormously from the knowledge staff have of them and the experienced staff team are becoming familiar with the Early Years Foundation Stage. Individual needs for eating and toileting are discussed regularly with parents. The younger children are becoming confident communicators, chatting as they play imaginatively outside, 'mowing the grass' and talking to staff about the models they are constructing, and laying the train track. They concentrate and persevere brilliantly as they become familiar with computer programmes and using the mouse, with expert support from staff. Children respond well and enjoy messy play as they experiment with oats and create collage pictures of 'The Three Bears'. Staff devise environments where the children are excited and stimulated and experience different feelings, for example, in tents. They act out everyday activities using the first class domestic play equipment, looking after 'babies' and making 'tea'.

Staff complete meticulous recording of each child's progress and achievements, and can therefore plan the next steps for each child. Staff praise the children, and encourage them to experiment and try new activities and children progress splendidly in the caring and stimulating environment.

### **Nursery Education**

The quality of teaching and learning is outstanding. Children are making superb progress through the stepping stones towards the early learning goals. Children benefit from the impressive understanding and knowledge staff have of the Early Years Foundation Stage and the dedication and commitment displayed by the them. This is evident in the planning, which is clear and comprehensive and covers all the areas of learning, and from the staff's understanding of what children are learning from play and activities. Staff display great skill and experience as they adapt plans in response to children's interests, ensuring children with all levels of understanding continue to be interested and receptive to the activities provided.

Children's achievements and progress are observed and recorded with great care. Key worker staff are given time to keep these records up to date which displays a remarkable commitment by the senior staff and the committee. Planning records are linked to the stepping stones and observations are used to plan the next steps for a child's learning. Individual education plans are in place for each child and learning objectives are clear. Staff deployment ensures children are very well supported and challenged appropriately. Staff are skilled at adapting learning to meet the needs of the individual child, ensuring that children with learning difficulties and children with disabilities, and children who speak English as an additional language are given appropriate consideration.

Children are encouraged to concentrate very well on activities, enjoying organising their own play alongside friends, and taking part in adult-led activities. Staff plan and organise the accommodation and resources meticulously, which means that children are immediately interested and focussed on each learning activity. Staff praise and encourage the children, who are happy and comfortable in the stimulating learning environment.

Children respond positively to the staff team. They are confident, settling quickly to worthwhile activities, playing alongside and cooperatively with friends. With the guidance of staff, they select from the play available or request specific equipment, organising themselves to take turns and share, for example, as they use the headphones with the tape player and using the computer. Free access to all areas in the pre-school rooms enables children to learn effectively, as their imaginations develop play which builds friendships and helps them to express their feelings, for example, small world play with the castle. Children develop a respect for each other and property, as staff encourage good manners and thinking of others, and when they help to tidy up. They gain an excellent understanding of their local community as they enjoy visits from community workers, including firefighters, a guide dog and handler, the police and a nurse. Children develop impressive independence skills as they find and put on their sun hats for outdoor play and take responsibility to access the garden safely. These skills are developed further by the café style snack, when children choose food and drink and clear away plates and beakers themselves. Children have a busy routine and behaviour is marvellous.

Children enjoy books in the setting as they sit with friends in the comfortable book corner. They are becoming familiar with books for stories and books for facts and information. Children concentrate very well and join in enthusiastically as they listen to 'Dear Zoo' and 'What a Noise'. Staff extend the children's vocabulary skilfully as they read. Speaking and listening skills are a high priority and children speak confidently telling their news to staff, and they are learning to be considerate when listening to others. The use of name cards ensures that the children are developing early reading skills and older children are forming letters well. Opportunities to write are encouraged effectively in the well-resourced graphics area, and during role play.

Children are offered many valuable opportunities to count during routine activities, for example, as they count heads at registration time. Planned and routine activities are used consistently

to build upon the children's learning in counting and completing simple sums as staff introduce mathematical language, for example, 'how many more do we need?'. Children recognise numbers well because they see clear displays throughout the pre-school. Older children are completing simple sums as they experiment with magnets, adding and taking away very successfully. Children solve mathematical problems as they work out how to use a tape measure to see which table is the longest. They consolidate their learning with number rhymes, for example, 'Five Speckled Frogs'.

Children benefit from the excellent planning of exciting activities for Science Week. They are thrilled and fascinated as they experiment outside with balloons, creating static electricity to make rice crispies jump. They use magnets with enthusiasm, and are fascinated as they make a magnet move from underneath a wooden table top. The garden offers many wonderful opportunities to observe growth and change because the children grow potatoes, tomatoes, strawberries and sunflowers. They enjoy eating their produce. Children become more familiar with time as they discuss the make up of their families and events, past and present, at home. Children gain a very good understanding of others and their own community as they celebrate a variety of festivals. Staff prepare Asian food for the children to try at Diwali, and children are delighted with their henna hand paintings. Children benefit enormously from visits to a local museum where they can experience life during the Victorian era. Opportunities to use every day technical equipment are very good. Their curiosity to discover how things work is developed effectively as they create cogs and wheels that move.

Children are offered a marvellous variety of creative activities to stimulate their imaginations and express their feelings with confidence. Free painting is readily available as well as interesting collage activities, for example, children enjoy decorating their 'walkie talkie' sets made from plastic cups and string. They create interesting musical instruments, inspired by the visit of a flutist. Children experiment with sound and music outdoors using a row of hanging saucepans. They are fascinated as they watch the colourful patterns appear as they complete wax paintings. Staff create wonderful opportunities for the children to express themselves through imaginative role play. Children 'go camping', using sleeping bags and having picnics, visit 'hospital' and the 'vet's surgery', and use the 'music shop' and the 'travel agent'.

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

The provision is good.

All children are welcomed into the setting and play a full part in all routine and organised activities because staff value and respect their individuality, and the family context for each child. The strong example set by all the staff ensures that children develop positive attitudes to others. They learn about their local community and the wider world through interesting projects, for example, festival celebrations and visits from community workers. Children have access to a broad range of play resources, pictures and posters that show positive images of culture, ethnicity, gender and disability, effectively developing the children's awareness and understanding.

Children's individual needs are met. Any special requirements are discussed and consistent communication and information exchange takes place between staff and parents. The children with learning difficulties and/or disabilities are recognised and their needs met sensitively. The designated member of staff has completed comprehensive training and clear recording is in place for each child. Settling in sessions which meet the individual needs of the family, ensures that trusting and sound relationships are built up. Children's progress and achievements are

observed and recorded and therefore their on-going care and learning needs are met well, for example, planning to challenge the children.

Children are encouraged by staff to take turns, share and to be considerate and helpful. Good manners are expected. The children's social, moral, spiritual and cultural development is fostered. They begin to understand right from wrong through the consistent boundaries that are in place, and the age-appropriate methods staff use to manage behaviour, for example, explanation and gentle reminders. Children respond positively to the praise offered for their achievements, and their self-esteem is enhanced. They display a commendable understanding of the feelings of others as a tissue is offered to a friend who is upset following a fall.

Comprehensive policies and procedures generally underpin the good work completed by staff in these areas. However, the complaints procedure is included with other regulations in some documents and therefore, parents and carers may not be clear about how to make a complaint. Parents are offered effective opportunities to contribute to their child's initial profile which ensures that their individual needs are met.

The partnership with parents and carers is outstanding. Children are very happy and flourish due to the exceptionally strong, open relationships between parents and staff, effectively developing the involvement of parents in all aspects of their child's care and learning. Parents appreciate the easy access they have to all the staff and the key worker system is valued by the parents. The open door policy encourages parents to be involved in the setting and increases their confidence in the service offered. Parents of children receiving funding are exceptionally happy with the information they receive about the curriculum and what their children are learning. They appreciate the access they have to records kept on their child, and that staff always have time to talk. The regular comprehensive newsletter and informative notice boards ensure parents are extremely well informed about the setting and local community events. Parents display great commitment and support for the pre-school, serving on the committee and helping out at special events and trips, for example, the seasonal walks. They also form work parties for maintenance jobs, for example, attending to the garden area.

## **Organisation**

The organisation is good.

Children develop very well, have lots of fun and learn within the caring environment of the pre-school. The premises and routines are well organised to maximise play opportunities for the children. Consideration is given to children wishing to develop their own play with minimum supervision, and to children completing quiet activities. Ratios of staff to children are maintained at a good level, which means that children receive appropriate care and attention. Robust recruitment procedures are in place and a comprehensive induction for new staff is carried out, and therefore children are cared for by suitable adults.

Senior staff at the pre-school are very experienced and hold appropriate qualifications. The leadership and management is outstanding. All staff are fully involved in planning play and curriculum activities through regular staff meetings which includes an ideal process to ensure inclusion. Staff are clear about their roles and responsibilities and take on additional responsibilities with admirable commitment, for example, special educational needs coordinator. An effective appraisal system for staff is in place which includes training and development plans and thorough reviews. Staff are encouraged to complete short courses in order to add to their skills and knowledge and for them to keep up to date with developments in early years, for example, the Early Years Foundation Stage. They are also supported and encouraged to

complete recognised qualifications and to add to their existing professional qualifications. This ensures that children are cared for by staff with an up to date knowledge of developments in early years. All staff are valued immensely for their diverse skills and strengths.

All the required documentation which contributes to children's health, safety and well-being is in place, and reviewed regularly. Children benefit as their families are welcomed and fully involved with the life of the setting. Overall the range of children's needs are met.

### **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:

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 outstanding.

### **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):

- review the method of recording, and the information included in, the fire evacuation records
- review the complaints procedure and the information to parents regarding making a complaint.

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)