

# Crane Park Primary School Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY350931
<b>Inspection date</b>	01 May 2008
<b>Inspector</b>	Sylvia Dindar
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<b>Registered person</b>	The Governing Body of Crane Park Primary School
<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?

Crane Park Primary School Playgroup was registered in 2007. It operates from the nursery classroom in Crane Park Primary School in Feltham, Middlesex. A maximum of 20 children, aged between two and four years, may attend the playgroup at any one time. There are currently 29 children on roll of which 25 are in receipt of nursery education funding. The playgroup is open each weekday from 09.30 to 12.00, during school term times. All children share access to a secure enclosed outdoor play area. The playgroup has systems in place to support children with learning difficulties and/or disabilities and children who speak English as an additional language. The staff team comprises of a manager and additional qualified staff from the school staff team.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are developing a positive role in keeping themselves healthy and learn about healthy living. For example, they are starting to take responsibility for their own personal care as older children independently access the toilet and washing facilities. The staff follow generally effective hygiene procedures to prevent cross infection including cleaning tables before use and wearing gloves when changing children's soiled clothes. However, hand washing procedures before eating do not fully promote children's good health as this is not managed consistently by all staff as at times children are not reminded to wash their hands before snack time.

The playgroup maintains good records of accidents and any medications administered, and share these with parents and carers. The staff are able to respond to medical emergencies as there is always a member of staff on duty who has training in first aid. Parents are requested to give their written permission for staff to act in emergency and seek further medical advice or treatment.

Children enjoy healthy and nutritious snacks of fruit and drinks which contribute to their good health and can access drinking water independently when needed. Children learn about foods through discussion during cooking activities which are routinely planned into the activities.

Children take part in a variety of daily planned activities which contribute to their good health and physical development. They have opportunities to climb and balance on low level apparatus. They develop control over their bodies through a range of activities. For example, they particularly enjoy the music and movement session where they learn to recognise and move different parts of their bodies. Children develop small muscles through using the range of construction sets and activities such as puzzles.

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

The provision is satisfactory.

Children are cared for in a secure environment as the school has a monitored entry system in place. Visitors are asked to identify themselves and are escorted to the pre-school. Staff have a heightened awareness as children are dropped off and picked up by their parents and carers. Staff monitor the doors ensuring that children do not leave unaccompanied and are picked up by an identified parent or carer. Pre-school children play in a safely fenced and secure outdoor area. The pre-school staff are vigilant and ensure that ratios are maintained both indoors and out.

There are systems in place to ensure the building is safe and to minimise risks to children. For example, the school carries out a risk assessment on all parts of the premises and equipment. In addition to this each room is responsible for carrying out a daily safety check list. However, they are not always carried out efficiently by staff to ensure the continuing safety of children. At inspection a drain in the base room is not sufficiently protected, however it is noted that by the second day of the inspection this had been made safe. There are effective procedures in place to ensure children's safety in the event of a fire because children regularly practise the fire evacuation procedures and all fire safety equipment complies with British Safety Standards and all equipment is regularly checked.

Children have potential opportunities to access a wide range of equipment as they have access to the whole of the early years unit. However, there is limited storage in the base room which means that at times the children's choices are limited to what is provided by adults.

Children's welfare is safeguarded as the staff have a secure knowledge and understanding of the possible signs and symptoms of abuse. There are clear group procedures in place to ensure the correct action is implemented if staff have concerns about a child in their care or if allegations are made against staff.

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

The provision is satisfactory.

Young children arrive at the pre-school and are welcomed by staff and most arrive and settle quickly. Children are able to access the toys set out for them and commence their play. This is because staff have organised and prepared a range of activities which cover all areas of learning. Children who have English as an additional language learn the routines of the day through watching others. Staff sit at children's level and most interact appropriately with them, for example when reading stories. Although children have some opportunities to create independently, the implementation of some art activities does not promote children's creativity. Older children are learning to be independent as they move around their environment, when they move into the other rooms for activities a member of staff goes with them until they feel confident and secure.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff plan activities which generally promote most areas of learning. Senior staff have secure knowledge of the Foundation Stage curriculum and understand how children learn and progress. However, their knowledge is not effectively disseminated to support less experienced staff in presenting the curriculum to children, as a result there are inconsistencies in the quality of teaching and learning. The activities and experiences satisfactorily cover most areas of learning. However, they do not wholly meet the needs of individual children. On some occasions methods of learning are not stimulating and do not engage children's interest. At times some staff are unaware when children are trying to engage them and as a result become disruptive in order to gain attention. Regular assessment procedures are in place and these have recently been replaced to ensure that they are effective. However, these have not been fully implemented and currently do not provide individual learning programmes for children.

Children are learning mathematical concepts through a range of experiences. For example, children learn about numbers through rhymes and songs. They explore shape through various methods, for example, they explore puzzles and work out where the pieces fit. Children independently construct with wooden blocks and discover the crescent shape fits into the arch shaped brick confidently. However, little is done to enhance the maths experience for children who have English as an additional language. Some children are able to count to seven and some beyond.

Children's language is being developed through discussion with other children and staff, for example as they play in the home corner staff talk to them about what they are doing, asking them questions that make them think. They sing rhymes and read stories such as the Gruffalo and become familiar with the story. Although children are able to see written text both outside

and in the other areas of the early years unit, there are few displays in the base room of text or numbers.

Children have opportunities to develop their knowledge and understanding of the world. For example, they are given toy replicas of cranes and work out how to pick up the soil and move it from one area to the other with lorries. They plant bulbs and seeds and talk about how they grow. They have planned sessions on the computer in order for them to develop the skill they need and learn to use the mouse. They become familiar with the use of telephones and microwaves in the home corner.

Children have some opportunities to develop their personal, social and emotional development. They are developing a sense of belonging as generally staff ensure that all children are included in the conversations. For example, a member of staff works tirelessly to communicate with a child who has English as an additional language in order for the child to begin to communicate with the other children.

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

The provision is satisfactory.

Children are generally well behaved because most of the time they receive praise and encouragement. However, at times some children's behaviour deteriorates because they are not fully engaged in activities and become bored. Some less experienced staff do not effectively implement the pre-school's positive behaviour policy. Which means that children are given inconsistent messages, this impact on their confidence and self-esteem.

All children are welcomed into the setting and staff gather information about their individual needs. For example, they ask parents about their families and cultural and religious needs. A range of festivals are celebrated in order to represent the diversity of cultures within the setting.

Children who have disabilities and/or learning difficulties are well supported as the pre-school works closely with the school's Special Needs Co-ordinator, in addition to this the pre-school are able to access support from specially designated speech and language practitioners. However, there is a limited range of methods in place to support children who have English as an additional language to communicate with each other and understand pre-school routines. Children's social, moral, spiritual and cultural development is fostered.

The partnership with parents and carers is satisfactory. Parents are welcomed into the setting and are able to settle the children. The ethos of the pre-school as part of the family centre is to support parents through social interaction, parenting skills and courses in order to support and empower them. As a result some parents have recently been employed by the pre-school. This means that staff represent the children's local community. There is information provided for parents around the school and early years unit. It is not always well displayed and where parents can see it. Parents are given information on the Foundation Stage curriculum as this is covered in a basic prospectus and further information is given through newsletters and through discussion when parents settle their children in. Staff work alongside parents to identify children's starting points, asking parents to fill in a questionnaire. Informal meetings are structured with parents in order for them to discuss their child's development.

## **Organisation**

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides.

Leadership and management is satisfactory. The pre-school is committed to improving the quality of nursery education and is currently developing new systems for recording observations and record keeping, in order to plan for children's individual learning. There are systems in place for monitoring the education provided however, the procedures are not always wholly effective. Staff are encouraged to attend training and develop new skills in order to improve their knowledge and skills. Communication is maintained throughout the early years unit, with regular staff meetings taking place. The school meets regularly with other professionals in order to share ideas and keep up to date with current best practice. They enlist the help of the Early Years Development partnership and take on new ideas enabling them to improve their practice.

Children benefit as ratios are maintained and children are kept safe, systems are in place to cover staff sickness. However, staff are not always deployed effectively to ensure that children get the consistent support of experienced and trained staff. This impacts on the quality of the care and learning experiences that children receive.

All documentation required by regulation is in place and most is kept efficiently. There are a range of policies and procedures in place which support the care, learning and development of children. These have recently been updated and not all staff have secure knowledge of all procedures. For example, the hygiene practices are not fully promoted as not all staff encourage children to wash their hands in accordance with the pre-school's routines and policies. Some staff do not fully understand and implement the pre-school's positive behaviour policy. These issues impact on the overall care and development of children.

## **Improvements since the last inspection**

Not applicable as this is the first inspection since registration.

## **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 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 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 that all staff are aware of the pre-school's policies and procedures and implement them effectively, paying particular attention to behaviour management and hygiene routines
- review the way in which toys and resources are organised in order to improve children's first hand experiences and increase the opportunities for incidental play to take place
- ensure that daily risk assessments are carried out effectively to ensure hazards identified are consistently minimised in order to reduce the risk to children's safety
- develop the systems to support children who have English as an additional language in order for them to understand the routines of the day

### **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):

- develop and implement effective systems in order to support communication for those children who have English as a second language
- review the organisation of staff and ensure that staff are deployed effectively in order to improve the quality of teaching and learning
- continue to develop the systems for observation and record keeping and ensure that they are used effectively to plan for the next stage of children's play, learning and development
- further develop the systems for monitoring the quality of nursery education to improve consistency in the quality of teaching and learning

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