

Coleshill Playgroup

Inspection report for early years provision

Unique Reference Number	EY362564
Inspection date	10 July 2008
Inspector	Paula Hunt
Setting Address	Community Centre, Temple Way, Coleshill, BIRMINGHAM, B46 1HN
Telephone number	01675 462477
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Registered person	Coleshill 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 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?

Coleshill Playgroup opened over 40 years ago and re-registered under the current owners in 2008. It operates from a hall within Coleshill Community Centre, which is situated in a residential area of Coleshill in North Warwickshire close to businesses. The playgroup serves families and children in the local community and surrounding areas. A maximum of 24 children may attend the setting at any one time. The playgroup is open each weekday from 09:15 to 11:45 during school term times. All children share access to a secure outdoor play area.

There are currently 41 children aged from two to under five years on roll. Of these, 18 children receive funding for early education. The playgroup has procedures in place to support children with learning difficulties and/or disabilities and also children who speak English as an additional language.

The playgroup employs five members of staff. Of these, three hold appropriate early years qualifications and one is working towards a qualification. Staff are supported by regular volunteers.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted appropriately as there are clear procedures in place for cleaning and ensuring acceptable standards of hygiene are maintained within the setting. Children are developing a good understanding on personal hygiene as staff talk to them about the need to remove germs from their hands before eating. Medicines are not normally administered because of the nature of the setting, however appropriate procedures are in place should this be required. Staff have a clear understanding of the procedures to follow regarding accidents that occur. However, the records are not always completed fully to protect children's welfare. Children receive appropriate treatment if an accident occurs on the premises because three members of staff hold current first aid certificates and a fully stocked first aid kit is in place. Written parental consent is obtained to seek emergency medical advice or treatment ensuring children are well cared for in a medical emergency.

Children are beginning to learn about healthy eating and talk about the types of food that are good for them during snack time and through a range of different topics. Snack-time is on a rolling plan, which enables children to choose to eat when they are ready. They can self-select from a choice of fresh fruit and vegetables such as apples, bananas, cucumber and breadsticks with milk or water to drink. Children can access drinking water independently as this is made accessible at all times. All children's health and dietary needs are recorded and displayed so that staff are aware of their individual needs and they can be met appropriately.

Children have regular access to the adjacent outside play area to promote their physical development. For example, they run, jump, climb, slide and play parachute games outside. There is sufficient space to move about inside and children take part in circle games and move to music with imagination and creativity. Children who want to rest or sit quietly can use the cushions and soft seating in the book area.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children and parents are greeted warmly by staff as they enter the playgroup. The use of displays, photographs and children's work makes the playgroup warm and welcoming to children and their parents. The premises are suitable for their use and the space is appropriately divided up into designated play areas, allowing children opportunities to be active or quiet and engage in creative, physical, table top and floor activities. Equipment is safe, hygienic and appropriate to the children's age and stage of development. Staff are adequately deployed and ratios are maintained but visitors to the playgroup are not always asked to sign the record book which does not fully promote children's security.

Children's safety is given priority as the entrance doors are monitored at arrival and departure times and are then locked to ensure that no unwanted visitors can access the premises. The outside play area is checked prior to use by the children to ensure that there are no hazards accessible to them. All equipment and resources are checked at the beginning of each session as part of the daily setting up procedures which ensures that children's safety is maintained effectively. Toys and resources are cleaned on a regular basis which ensures that children's health and safety is a priority.

Risk assessments are carried out annually and before each outing to ensure that children's safety is fully maintained. All necessary parental permission slips are in place for outings and staff follow set procedures, ensuring that children's welfare and safety is promoted well. Children learn to keep themselves safe through routines, discussions and clear group rules. For example, children know what to do in the event of an emergency and are able to explain the procedures for fire drills.

Children are adequately protected because staff have a satisfactory understanding of their roles and responsibilities in the protection of children. A member of staff takes lead responsibility in relation to child protection. Both managers have attended child protection training. Staff are aware of the possible signs and symptoms of abuse and would report any concerns to the relevant agencies. A child protection policy is in place that is shared with parents, however, this has not been updated to fully reflect the role of the Local Safeguarding Children Board to ensure parents are fully aware of the playgroups responsibility towards safeguarding their children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled during their time in the playgroup. They form very warm, positive relationships with staff and approach them readily for praise and support. Some of the younger children are supported in leaving their parents while the older children arrive happy and confident. Children are involved in a range of activities that are set out by the staff. Rising three-year-olds are effectively supported in taking part in all the activities alongside the funded children. Children are learning good social skills such as being caring towards each other and sharing their toys and resources. Generally, children know how to behave appropriately and listen carefully to instructions from staff, however, children's behaviour deteriorates quickly during large group times.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making sufficient progress towards the early learning goals. Staff have sound knowledge of the Foundation Stage and use the stepping stones to identify their achievements. They work well together as a team to plan a suitable range of activities which are clearly linked to the stepping stones. However, some large group activities are not always delivered sufficiently well to challenge and extend children's learning. Consequently, opportunities are missed to extend more able children and their behaviour deteriorates quickly. Key workers observe the children's achievements although, these are not used effectively to inform the planning for the next steps in children's learning and to fully support the provision of activities. Some staff encourage children's language development and thinking by asking open-ended questions. Children have developed good relationships with staff and their peers as they mostly play well together, sharing resources and taking turns during games. They are beginning to extend their concentration and imaginative skills. For example, two children in the role play successfully negotiated who was playing which role within the cafe and then set about acting out their role play, involving others at various times. Children have access to a visual timetable so that they begin to understand the passing of time and are always aware of what happens next during the session. They know that when the tambourine is shook they stop and listen to what staff have to say and they all help to tidy up resources at the end of the session. They are developing some independence skills as they select activities from what is provided and put on their coats however, there are insufficient opportunities for them to help prepare the fruit for snack time or use the toilet independently.

Children make good use of the mark making materials set out each day to practise their writing. More able children are beginning to write their name forming recognisable letters and confidently identify the initial letters of their names. Children chat constantly and are developing broad vocabularies. They confidently use language to share stories, offer their opinion and negotiate. Children enjoy listening to stories read by staff and are developing an interest in the books within the room. They are beginning to use simple mathematical language as they count in songs and some everyday activities. For example, they make comparisons as they consider how big or small their cakes are, which they have made with the dough. Resources are available to prompt observations of capacity, such as when filling and emptying containers in the sand play. Children are beginning to develop a good interest in numbers; they count well and more able children are beginning to solve simple mathematical calculations.

Children are developing their knowledge and understanding of the world as they take part in various activities which reflect the different seasons and topics relating to nature. The weather, days of week and seasons are discussed daily during group time. Children are learning to care for living things when carrying out activities such as planting seeds and watching them grow. They investigate through the use of their senses, for example, when exploring the properties of sand, they are encouraged to describe what it feels like and to listen to the noise it makes when being poured through a wheel. Their technological skills are developed through the use of tills and dummy computer keyboards in the role play areas. Children explore a basic range of materials to develop their creativity and imagination. Painting, drawing, colouring, sticking and sand play is regularly available and children are encouraged to name a wide range of colours during everyday activities. However, inspiring resources such as ribbon, raffia, sticky tape, string and the like, which add to the children's creativity and free expression, are limited.

Children move confidently, they are developing good co-ordination skills and are learning to move their bodies in different ways. They can bend and stretch to touch various body parts in songs and games and large motor skills are developed because large equipment is used indoors and outside on a regular basis. They are developing fine manipulative skills as they learn to handle a satisfactory range of tools and small equipment. Children are learning the importance of being healthy, they wash their hands before they eat and staff talk to children about germs on their hands and wiping their noses with a tissue.

Helping children make a positive contribution

The provision is satisfactory.

Children are developing a good sense of self-esteem and appreciation of each other through the resources and activities offered. Various festivals including Chinese New Year are celebrated throughout the year and a satisfactory range of multi-cultural resources help to give children a balanced view of the world and generally supports their learning in this area. Children are developing an awareness of their local environment because staff take them on walks around the local area and in addition, children also enjoy visits from local professionals such as the police.

Children's spiritual, moral, social and cultural development is fostered. Staff ensure children have equal access to all activities regardless of their ability, gender or background. Appropriate systems are in place to support those children who speak English as an additional language or who have learning difficulties and/or disabilities.

Staff treat each other and the children with respect and give them clear explanations if their behaviour is unacceptable. This helps children to learn to understand right from wrong. Staff

frequently use praise and positive language to promote good behaviour. As a result, children are forming caring relationships with staff and each other and are learning to play co-operatively, share and take turns. All aspects of children's individual needs are discussed and agreed with parents. New parents receive written information which informs them of how the setting operates, and includes a written complaints procedure. Time is made available at the beginning and end of each session to share relevant information. Parents know their child's key worker and share relevant information with them about their children.

The partnership with parents and carers regarding nursery education is satisfactory. Information is sought from parents relating to children's individual needs, these are appropriately recorded on the playgroup's registration forms to ensure consistency. Details of the educational programme are made available to parents through notice board displays and verbal contact with staff. There are regular newsletters and information displayed to keep parents fully up to date with playgroup activities and events. Parents have the opportunity to share their views with staff via the use of questionnaires and many spoken to say they are very happy with the care provided and find staff very approachable and caring.

Organisation

The organisation is satisfactory.

Children are cared for in a friendly and welcoming environment. The playgroup's suitable recruitment and vetting procedures ensures staff are experienced and qualified to care for young children. Children are protected because the setting ensures that they are not left in sole charge of unvetted persons and staff. The records, policies, and procedures which are required for the efficient and safe management of the provision and for promotion of the welfare, care and learning of children, are mostly in place. Records are adequately maintained, although the recording of visitors is incomplete and the accident record book does not always contain sufficient information. Some policies and procedures such as child protection and special educational needs have not been reviewed for some time and consequently are not up to date with current legislation and guidance.

Leadership and management is satisfactory. The managers lead by being good role models and work together as a team to meet the learning needs of children. They utilise the strengths of individual staff by sharing and delegating different areas of responsibility, such as relating to Special Educational Needs Co-ordinator (SENCO). Staff work closely with a partnership advisor from the local authority in planning the programme for nursery education and have regular opportunities to take up training to update their knowledge and skills. Overall, children's needs are met.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since registration there has 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.

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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):

- ensure all the appropriate details are recorded in the accident book with regard to full names, type of injury and treatment given
- ensure a record of visitors is maintained and update policies with regard to child protection and special educational needs in line with current guidance and legislation.

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):

- review the effectiveness of some teaching methods such as large group times, to ensure children remain sufficiently engaged and motivated
- ensure that children have maximum opportunities to develop their independence with particular regard to self-care skills and child-initiated activities
- continue to develop and improve methods for observing and assessing children, so that staff are confident in tracking children's progress and use the information gained to inform future planning.

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