

# Nightingale Community Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	EY368420
<b>Inspection date</b>	27/03/2009
<b>Inspector</b>	Jacqueline Munden
<b>Setting address</b>	Pavilion On The Park, 1 Kingfisher Road, Eastleigh, Hampshire, SO50 9LH
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<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## **Description of the setting**

Nightingale Community Playgroup opened in 2008 and operates from a room within The Pavilion on the Park, Eastleigh, Hampshire. Children have access to an enclosed outdoor play area. There is complete disabled access to the premises and the associated facilities.

It is open each weekday during term time from 09.15 to 11.45 and 12.30 to 15.00. Children may attend over the lunch period from 11.45 to 12.30. Children attend a variety of sessions including morning or afternoon with or without the lunchtime session, or all day.

The playgroup is registered to care for a maximum of 26 children aged from two years in the early years age range. There are currently 64 children on roll in this age group. This provision is registered by Ofsted on the Early Years Register. The setting provides funded early education for three- and four-year-olds.

There are nine members of staff, all of whom hold appropriate early years qualifications to at least NVQ Level 2.

## **Overall effectiveness of the early years provision**

Overall the provision of the setting is good. The management committee and staff work cohesively implementing policies and procedures which ensure children's safety, welfare and learning are generally promoted well. Effective systems used to evaluate the provision and ongoing staff training enable the playgroup to develop and continuously improve for the benefit of children. The very strong links forged with parents and those being developed with other providers ensures all children are included and that their individual needs are met effectively.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- continue to develop systems to liaise with other settings attended by children to further complement each other in children's learning and development
- continue to develop the assessment and planning system to ensure children's progress can be consistently monitored to ensure their progress in all areas of learning.

To fully meet the specific requirements of the EYFS, the registered person must:

- maintain an accurate record of the hours of children's attendance.

30/03/2009

## **The leadership and management of the early years provision**

Children benefit from the good organisation of the setting. The management committee demonstrate a strong understanding of their responsibility to meet the requirements of registration and seek support from outside agencies to do so. The high ratio of practitioners are enthusiastic and work well together as a team. They work hard to provide an attractive and stimulating environment despite having to pack all equipment, resources and displays away at the end of each session. They are committed to improving their skills in caring for children and promoting their learning through attending training. The use of regular appraisals and staff meetings ensure practitioners are supported and any training needs identified, allowing for their continual progression.

The system of continual self-evaluation, which includes monitoring the daily sessions and seeking the opinions of parents, is generally effective in ensuring areas for improvement are identified and changes implemented. For example, recently the setting has been trialling a system to observe children's achievements and plan for their next steps in learning, but have found this to be less successful in tracking children's progress as previous systems they have used. They have accurately identified this as an area for further improvement. Staff mostly implement policies and procedures appropriately to ensure regulations are met and children are safeguarded. However, the system used for recording children's times of arrival and departure, as required by regulation, is not always completed accurately.

Practitioners recognise the importance of having strong relationships with parents to secure children's good progress. Very effective measures are taken to involve parents fully in their child's learning. For example, a key person is implemented as children start at the setting which helps with the settling in process; this establishes a firm relationship as parents meet with them frequently to discuss their child's needs, interests and ability. A daily contact book goes to and from the playgroup to enable further information to be shared and parents feel free to come in to the setting at any time to talk to practitioners. The parent and key person meet regularly to follow up children's progress and plan together how they can help them move on to on to the next stage in their learning. Parents are invited to be, and many are involved, in the management committee and attend meetings. Parents of those children whose speak English as an additional language are involved in helping the setting promote a good understanding of all people as they help make signs in different languages for displays. Equally, appropriately trained staff ensure children with additional needs are supported well; therefore all children are valued and fully included. The setting is in the process of developing systems to liaise with other providers of the Early Years Foundation Stage, (EYFS) that children attend to further complement children's learning and development.

## **The quality and standards of the early years provision**

Children are happy, settled and involved in their learning. They enter the setting confidently and move around the well planned areas selecting different resources and taking part in the wide range of interesting activities that cover all areas of learning. Practitioners promote children's independence and confidence well by providing an enabling environment both in and outdoors. For example, indoors, children choose when and what to eat for their snack; they pour their own drinks and wash their dishes afterwards. At the same time, children learn about healthy life styles through regular routines such as washing their hands before eating, choosing from the nutritious foods offered in the menu and talking about what foods that are good for them. Practitioners make full use of the well equipped outdoor area in all weathers to ensure children get plenty of fresh air and various experiences. Children benefit from the effective deployment of staff and the good organisation as resources are laid out in readiness before children arrive which enables full use of time spent outdoors. They relish using wheeled toys, build strength using climbing equipment and 'paint' windows and walls with brushes and soapy water. Children take part in a good mix of adult led and child initiated play opportunities. Practitioners plan activities linked to religious festivals that promote creative skills as well as developing their understanding of the wider world. For example, at Diwali they make divas using clay. Children demonstrate their confidence and skills further as they select materials from the creative trolley to make bracelets. Staff are attentive to children when they are playing and interact very well. Children respond well to the consistent praise, encouragement and rewards of stickers throughout the session as staff focus on their positive behaviour and recognise their efforts to help others and develop their self-help skills. Children learn to keep safe as they are consistently reminded about using equipment in the playgroup appropriately and practitioners plan and provide effective activities that promote safety in the home and when crossing the road. Practitioners have a sound understanding of the early learning goals and how children learn. They have embraced the EYFS and use it to gauge children's progress. Practitioners gather information about children's interests and skills to plan activities to ensure they are all included and motivated to learn. Observations and plans for the next stage in children's learning are made but systems used to record these have varied recently and it is not currently possible to always track children's ongoing progress. However, practitioners demonstrate a very good knowledge and understanding of each child's level of development, and with parents, make effective plans for their next steps; therefore children make good progress.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

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.