

Fleetville Community Playgroup

Inspection report for early years provision

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EY316171

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Inspector

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Setting address

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Type of setting

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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Fleetville Community Playgroup opened in 2005 and the management is run by the committee. The setting operates from a room in the Community Centre in St. Albans, Hertfordshire. The setting consists of a main playroom, use of the kitchen and toilet facilities. The children share access to a secure outside play area. The premises are accessible by a ramp at the front entrance. There are wide doorways and toilet facilities for people who require disabled access. The nursery serves the local area and has links with the local schools.

The nursery is open Monday, Tuesday, Wednesday and Thursday from 09:15 to 11:45 school term times only. There are 23 places for children on the Early Years Register and currently 38 are attending various sessions and times. There are six staff members who work with the children and five have early years qualifications.

The nursery supports children who speak English as an additional language. They work in partnership with parents and carers and other professionals

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The setting makes effective provision for children in the Early Years Foundation Stage (EYFS). Staff create a very welcoming environment, building secure relationships with children and the manager has clear aims to continuously improve the practice of the setting and improve outcomes for children. She leads a culture of reflective practice and works alongside staff to evaluate all aspects of the EYFS. Equality and inclusion and the diversity of individuals and communities is valued and respected.

What steps need to be taken to improve provision further?

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

- ensure that children's starting point is collected in order to inform initial assessments and plan an individual learning programme for each child
- devise a procedure to cover the arrangements for children who are ill, infectious or have special medical needs and a protocol for contacting parents, or another adult designated by the parents if a child become ill.

The leadership and management of the early years provision

The knowledge, experience and enthusiasm of the manager ensures that all aspects of the provision are well led. Good maintenance and implementation of policies, records and procedures support the safe and efficient management of the setting and ensure that the needs of all the children are met. Staff show a genuine desire to promote the best care and opportunities for the children. They review and update training and knowledge and the professional development of staff is

supported by the management and committee. Children are protected because a high level of staff are qualified in first aid. The manager and deputy have completed training in safeguarding children and have cascaded this information to the staff group to ensure procedures are followed in the event of any concerns.

Effective links with parents and carers and other providers promote integration of care, education and extended services well. Parents are kept informed by regular verbal feedback and daily information is displayed on the parents' notice board. Formal and informal meetings between key workers and parents are arranged to discuss the children's progress. For example, coffee mornings are held each term for parents to observe their children in the setting. The management and staff work together to make improvements within the setting. They recognise their strengths and have highlighted some priorities for improvement. For example, extending the written information for children who have English as an additional language, through multi-lingual labels, books and resources.

The quality and standards of the early years provision

Children are consistently offered good opportunities and a range of activities that enable them to make good progress across all areas of learning and development. Staff respond positively to children's interests and enrich their learning experiences by enabling children to initiate play and lead activities. Staff give lots of praise and encouragement for the children's efforts and achievements and are fully involved in their learning. Excellent observations and assessments are carried out by staff to track children's progress through the six areas of learning and ensure that the individual needs of the children are met. The next steps in children's learning are identified and securely forwarded into future planning to ensure that children's progress is continually monitored. However, children's starting point is not assessed in order to inform initial assessments and plan an individual learning programme for each child.

Staff support the children well and encourage them to play imaginatively and be creative. Children have good opportunities to make marks as they paint. They use sweeping strokes and carefully 'dot' the paint on the paper. Children investigate shapes and show perseverance and determination to open a plastic box that contains magnets. They show fascination as they test different items for magnetism. Children build towers and models with the magnetic bricks and colour match the bricks in sequence. Most children show good cutting skills as they cut and reassemble the gingerbread man shape onto paper. Children play with the small cars and talk about the colours and shapes they see and count the wheels. Mathematical language is used spontaneously as children play and their learning is extended through counting songs and number lines. Children use problem solving skills as they investigate sand and water. They explore how the plastic syringe sucks up water by expelling the air first and after several attempts manage to squirt a little water through the syringe. Children make 'chocolate cake and ice-cream' with the damp sand. Sand is scooped up into a bowl stirred, whisked and pressed down into the cup cake tray. Cartons are filled with the 'ice-cream' and served with a spoon to staff. Children show interest and enthusiasm in a wide range of activities which provides good levels of challenge. They listen carefully to

instructions from staff as they sing and move different parts of their bodies in unison such as 'clap hands and wiggle your fingers'. Children have great fun as they make up their own combinations of movements. Children are delighted with the musical instruments and play them with enthusiasm. Good teaching ensures that the children are able to follow instructions. For example, when the red brick is shown children stop playing and when the green brick is shown they start again. The triangle shape instrument is introduced to the children in line with their shape of the week and children have great fun as they rattle shakers, bang drums, tambourines and maracas and blow flutes. Children are happy and sociable. They seek out friends and play cooperatively together. For example, children in cars and trikes race around the paved area and up the wide path. They converge at the narrow end of the path and manoeuvre themselves so they can reverse and return the way they came. Children explore the large cardboard box, they turn it on it's side and all squeeze in amid lots of laughter. When the box is turned upright again children climb in and close the flaps.

Children explore and investigate the natural world as they learn about the changing seasons walking in the local area. They explore the ice on puddles and extend their understanding by freezing plastic mini beasts in ice and watching them melt. Children collect leaves and investigate the texture of tree bark on their autumn walks. They fly homemade kites and paper aeroplanes on windy days, look at shadows on cloudy days and see what happens to their chalk markings after rain. The wider world is explored through several festivals such as the Chinese New Year. Children watch a recording of traditional Chinese celebrations brought in by a parents and have noodles for snack. They taste bread from around the world such as Italian, Lebanese and French and try Irish dancing on St. Patrick's day.

Children are cared for in a safe, secure environment. They gain an understanding of personal safety as staff guide them through the fire evacuation procedure, support them as they learn to use tools and organise activities such as road safety. Children's good health and well-being are generally promoted with guidance in policies and procedures. However, the procedure to cover the arrangements for children who are ill, infectious or have special medical needs and the protocol for contacting parents, or another adult designated by the parents, is not in place to ensure children's well-being. Children are offered healthy snacks such as fruit with milk or water to drink.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met