



Feltwell Playgroup

Inspection report for early years provision

Unique Reference Number	254063
Inspection date	12 September 2005
Inspector	Margaret Elizabeth Roberts
Setting Address	Women's Institute Hall, The Beck, Feltwell, Norfolk, IP26 4DB
Telephone number	N Contact 01842827555
E-mail	
Registered person	Feltwell Playgroup
Type of inspection	Integrated
Type of care	Full day 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?

Feltwell Playgroup opened in the 1980s. It operates from one room in the Women's Institute hall in the village of Feltwell. The playgroup serves the local area. A maximum of 24 children may attend the playgroup at any one time. The group opens four days a week during school term times. Sessions are from 09.00 until 11.30 Monday, Tuesday and Wednesday. The Friday session runs from 09.00 until 15.00. All children share an outside area.

There are currently 38 children from 2 to under 5 years on roll. Of these 19 children receive funding for nursery education. Children attend for a variety of sessions. The playgroup employs five staff. Four staff hold appropriate early years qualifications. One member of staff is currently working towards a recognised early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn about the importance of good personal hygiene through daily routines, such as washing hands before snack time and after going to the toilet, which they access independently. They are encouraged to wipe their own noses and dispose of tissues in the bin. Most areas of the premises are reasonably clean and staff follow good practices, such as using disposable gloves when dealing with bodily fluids and the wiping down of surfaces for the preparation and serving of snacks. However, in the bathroom area, although toilets and wash hand basins are clean, the floor, pipe work and ledges are dirty. Some areas of the wall have mould growing in the bathroom area and high on the walls in the main play area, this may cause a health hazard to children. Children's medical needs are mostly met as all staff have undertaken first aid training. All relevant documentation is in place and parents' consent obtained for the seeking of treatment and the giving of medication. Accident recordings are kept, but are not always maintained accurately as some entries only have the child's first name recorded, which could lead to wrong information being reported to parents.

Children benefit from a healthy diet, which includes fresh fruit, raisins and dairy products. Older children enjoy a cafeteria style snack, which they are able to access as they wish. Younger children sit together at one table, where they are joined by a member of staff and enjoy a social gathering.

Children's dietary needs are well met, with information about special requirements recorded on their personal detail forms. This information is also displayed in the kitchen area to ensure that every child is served with the correct diet.

All children enjoy a range of energetic physical play, which contributes to a healthy lifestyle. They confidently run, climb on the boat and crawl through the caterpillar. They ride bikes and scooters along a painted roadway, with arrows to follow and a zebra crossing which helps children to learn about road safety. Children have opportunity to develop small motor skills through activities such as threading and small construction. However, funded children have little opportunity to use scissors as staff prepare activities prior to the session. For example, materials for the clown's face were already cut out, such as the eyes, nose, hat and pompoms. Children then stuck them on with glue sticks therefore further inhibiting their skills as they did not have liquid glue where they could use spatulas.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are welcomed into a setting that has been prepared by staff prior to the session starting. It is bright with natural light and large display boards are used to present children's work. Most children select from a satisfactory range of age appropriate toys, which are in a good condition and sufficient in quantity. Children are interested in and want to play with what is available, but in the session for younger children it is lacking in equality of opportunity. Funded children are offered a more challenging range of activities which gives a broader and more balanced range.

Children play safely most of the time through the satisfactory range of safety measures in place. Daily risk assessments are taken and recorded and there are high staff to child ratios. Doors and gates are kept locked and good registration systems are in place. Children's safety is compromised by equipment belonging to other groups, being stored precariously in the bathroom areas. Although measures are in place to secure this equipment to the walls, this is not done, therefore this area poses a hazard to children, for example if they leant on the curtain that screened the equipment, it may fall down and injure them. Children develop a good awareness of safety through practising emergency evacuation procedures and sensitive reminders from staff to use 'walking feet' to prevent accidents.

Children can be protected if abuse or neglect is suspected as the group has effective procedures in place. Staff have attended training in child protection and show an understanding of the procedure to follow. They are fully aware of the signs and symptoms to look for.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

All children arrive happily at the setting and separate from parents with ease, staff are close at hand to support those who are less confident. Children settle well and their independence is promoted through self selection of activities which they enjoy and sustain interest in, for long periods of time. Children have positive relationships with staff and are beginning to learn right from wrong as they respond well to commands, such as 'walking feet please'. Children under three are supported well by staff in their play and learning. They particularly enjoy imaginative play and listening to stories in the book corner. Children show great excitement and enjoyment after counting the line and singing, by clapping and laughing.

Nursery Education

The quality of teaching is satisfactory. Staff have a sound knowledge and understanding of the early learning goals, having undertaken training and by following the curriculum guidance for the Foundation Stage. Plans provide a broad, balanced and purposeful curriculum for the funded children which helps them to progress towards the early learning goals. Some staff have recently begun to use the assessments of children's progress to move them onto the next steps of learning and

these are incorporated into the plans. Other staff use a tick list and mark this when a child has achieved the goal, however this does not record how the child has met the goal or when and therefore does not give the reader a full assessment of what the child can do and how they have achieved it. Staff manage children's behaviour well, giving clear and consistent boundaries which results in well behaved children who respond positively to staff. Staff use time and resources effectively most of the time, however there are missed opportunities for children to learn about their bodies after physical play and their creative expression is impeded due to staff intervention.

Children are very confident arriving at the setting with enthusiasm, freely choosing from a range of activities, which provide challenge. They confidently approach adults and peers, play well together, share and take turns. Children are beginning to take responsibility for themselves. They access the bathroom independently, washing their hands after going to the toilet and before snack time. Children communicate well often initiating conversations, talking about what they are doing. Children listen attentively to stories, they handle books with care and know that print goes from left to right. Children have opportunity for writing and are putting meanings to marks, for example drawing a circle to represent their name. However, pens are all the same type and size, which restricts children's pencil control. Children use number in everyday situations such as counting themselves when in a line. They are able to count confidently to five and beyond and some children are beginning to recognise written number. They calculate how many items are together without having to count them individually. Children are beginning to recognise shape and are able to say the type of shapes required for the clown face, for example a circle for the nose.

Children are beginning to ask questions and show interest in the outside world, they explore their surroundings with enjoyment. Children's awareness of their own culture and those of others is promoted well, through visitors to the provision such as the fireman and the celebration of different festivals with food tasting. They construct with a purpose in mind and explore different media through art and craft. Children's self expression is sometimes restricted as they use pre-cut-out shapes in craft work, which gives them limited opportunity to use small one handed tools such as scissors. Children enjoy role play and singing which they do with enthusiasm, acting out the songs.

Helping children make a positive contribution

The provision is satisfactory.

Children's individual needs are met effectively through the completion of forms which include all their personal details. All children access freely the activities presented prior to the session, however the younger children do not always choose from the choosing trolley and therefore equality of opportunity is limited. Funded children are offered a more balanced range of activities, which do promote more equality. Children with special needs are welcome into the group. The premises and activities are adapted both inside and out to ensure all children are included and can take part.

Children are extremely well behaved, they know what is expected of them because the staff present as good role models and are consistent in their approach to

children, giving clear boundaries. Children are beginning to learn right from wrong and respond positively to staff, obeying simple commands such as 'can we have indoor voices, please.'

The partnership with parents is good. Children's learning is enhanced by staff working closely with parents, maintaining good home links and sharing appropriate information. Parents are fully informed about the setting through an informative welcome pack, newsletters, open evenings and appropriate information on the activities, which their children are doing. As a result parents are involved in their children's learning and have an understanding of the Foundation Stage curriculum. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

Children's welfare and learning is promoted because the organisation of the setting is mostly effective and staff have the appropriate, skills, experience and qualifications. A sound induction procedure is in place and staff are appropriately vetted. Children are grouped well, benefiting from a key worker system and high staff ratios, particularly the very young children. Overall children's individual needs are met most of the time.

A working set of policies and procedures supports the satisfactory management of the group, however some of these now need to be reviewed and amended accordingly. All relevant documentation is in place, for example children's personal and individual requirements, which has a positive effect on the care they receive.

The leadership and management of the setting is satisfactory. Staff are clear about their roles and responsibilities and are deployed well, ensuring that children are well supported in their play and learning. Staff's commitment to further training and their responses to outside advisors, ensures that the care and education for all children continues to improve.

Improvements since the last inspection

At the last inspection the setting was asked to ensure that an accurate record of attendance is maintained, good hygiene practices to be put in place, regarding hand washing and the contents of the first aid box was to comply with health and safety regulations. Systems were to be devised for the planning and implementing of a suitable range of activities for children, appropriate for their stage of development and to group children to meet all their individual needs. The setting was also asked to increase staff's knowledge of how to use everyday activities and routines to help children develop their understanding of number, through practical problem solving and to offer more opportunity for children to explore and investigate to promote their thinking skills.

The setting has made satisfactory improvements in most areas. An accurate record of attendance is now maintained, children wash their hands regularly and the first aid

box meets regulations, therefore ensuring that children's health and safety is promoted. Children are now grouped appropriately as funded children and those under three attend different sessions. However, the range of activities for the younger children do not promote equality of opportunity and therefore not all children's individual needs are met. Staff's knowledge has been improved through training on the Foundation Stage and early learning goals, the use of number is promoted in everyday situations and children have more opportunity to explore and investigate. This enables children to make further progress towards the early learning goals in all areas of learning.

Complaints since the last inspection

Ofsted received concerns in 2004 which related to Standard 2: Organisation – adult-child ratios. Standard 3: Care, Learning and Play – promotion of positive relationships and understanding of individuals' needs. Standard 12: Working in Partnership with Parents – confidentiality. Ofsted requested that the provider was to carry out an internal investigation, which once completed they reviewed. Ofsted was satisfied that the provider was complying with their registration requirements in relation to the concerns and therefore would not be taking any further action and the matter was concluded.

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):

- maintain an accurate record of accidents
- provide a more balanced range of activities for children under three, which promote equality of opportunity
- consider reviewing and amending policies, paying particular attention to health and safety and complaints
- ensure that all areas of the premises are safe and hygienically maintained at all times so that they do not pose a health and safety risk to children.

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 children's use of small one handed tools and provide a wider variety of mark making implements
- improve the use of assessment by all staff, to move children onto the next steps of learning, to be included in the planning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk