



## Swanton Morley Under 5's Group

Inspection report for early years provision

<b>Unique Reference Number</b>	EY293252
<b>Inspection date</b>	15 September 2005
<b>Inspector</b>	Rosalie Mary Turner
<b>Setting Address</b>	Swanton Morley Village Hall, Manns Lane, Swanton Morley, Dereham, Norfolk, NR20 4NP
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<b>Registered person</b>	Swanton Morley Under 5's Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Swanton Morley Under 5's Group is a well established group which re-registered in 2004. It is run by a company, limited by guarantee, and operates from 2 rooms within the multi-purpose village hall. All children access a small, enclosed outdoor play area and are able to use the adjacent playing field. A maximum of 26 children may attend the provision at any one time. The group is open each weekday from 09.00 to 13.00 during school term times.

There are currently 24 children from 2 to under 5 years on roll. Of these, 11 children receive funding for nursery education. The setting supports a number of children with special educational needs.

The group employs five staff. Two of the staff, including the manager, hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are learning the importance of personal hygiene because the staff are vigilant to remind them to wash their hands after they use the toilet and before eating. For example, children wear a sticky badge so that the adult who oversees the snack bar is sure that their hands have been washed. Children's health is further safeguarded as the staff have a secure knowledge of food hygiene requirements. For instance, they wipe surfaces with anti-bacterial spray and ensure that packed lunches are appropriately stored in the refrigerator. Children are protected from the spread of infection because the playgroup does not provide care if children are unwell. There are robust systems in place to record accidents and to detail medicines that are given to children. Consequently, children's well-being is safeguarded because their parents are aware of, and can respond to, medical care that has been administered within the playgroup.

Children are encouraged to help themselves to a drink as a way to maintain their health, especially after physical exercise such as outdoor play. Children are beginning to understand the benefits of a healthy diet because they have opportunities to taste a variety of fresh fruits, vegetables and other nourishing options at snack time. However, the staff recognise that some children prefer biscuits and these are provided as an alternative so that no child is hungry.

Children are helped to develop a positive attitude to healthy living through a valuable range of physical activities provided indoors and outside. Children thoroughly enjoy kicking footballs or using the low balance beams to show that they are gaining control of their bodies. They are able to develop their spatial awareness as they run around the field and stop skilfully without bumping into each other. Children have worthwhile opportunities to practise their finger skills. For example, they complete peg puzzles, use scissors competently and show pleasing hand-to-eye co-ordination as they build the train track.

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

The provision is satisfactory.

Children happily separate from their carers because they receive a warm welcome from the staff. However, there are limited displays of children's work and some of the resources, such as the small outside play area, carpet squares and floor cushions, are not well maintained. As a result, children are not effectively helped to develop

emotional security.

Children are able to independently access a comprehensive range of good quality toys that are safe and complete. The staff show the children how to use the resources safely and encourage them to keep the floor tidy to avoid possible accidents. Consequently, children are learning to be responsible for their own safety.

Children are able to play freely as the staff take actions to reduce hazards. For example, they cover any low-level electrical sockets and provide door protectors to prevent children from trapping their fingers. Children practise fire drills to help them to understand the importance of keeping themselves safe by escaping quickly in an emergency.

Children are protected from risk of harm because the staff are alert to 'stranger danger' so they do not leave children alone with persons who have not been vetted. Staff demonstrate that they are able to recognise the signs and symptoms of child abuse and they are able to refer to local guidance that is kept in the playgroup. Consequently, children are safeguarded from the risk of possible abuse.

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

The provision is good.

Children are happy and get on well with the staff who are kind and attentive in their approach to them. The staff introduce new children to their peers, join in with their play and are interested in what they do. Therefore, children are motivated and keen to participate. For example, at registration a child eagerly talks about 'my tiger', a treasure that has been brought in from home.

Children are helped to build on their existing skills because the staff have realistic expectations of their abilities. The highly effective key worker system ensures that staff have an in depth knowledge of children's individual needs, therefore, they provide activities that help them to make progress. The staff sit with the children as they play and are skilful in asking questions to make them think. For example, 'How many animals have you got?' Consequently, children are developing their skills and learning as they play .

The high adult/child ratios ensure all children are well supported. In particular, the younger children benefit from personal attention to help them to feel secure and develop confidence. Children are learning to concentrate and take care with their work because staff make effective use of praise and encouragement to help them to persevere with challenges. For example, a child is motivated to complete another puzzle when he is told 'You have done well. That's very hard.'

### **Nursery Education**

The quality of teaching and learning is good. As a result, children are making good progress in all areas of their learning and they are keen to try new experiences. For example, the children enjoy listening to African music and pretending to be jungle animals. Children work very well together, chatting confidently and making their

needs known within their play. They are beginning to take turns and share the resources. For instance, two children show a pleasing awareness of each other's needs as they share the percussion instruments.

Children's imagination is well fostered through the varied use of the role play area to encourage them to express their ideas and feelings. They thoroughly enjoy pretending to make an appointment at the garage so that their wheeled toys can be repaired. Children's senses are stimulated as they explore the texture of paint and play dough. They particularly like the feelings that they have when they paint their hands to produce individual or group artwork.

Children are developing early writing skills within their routine play. For instance, they are encouraged to make marks as they role play by taking orders in the cafeteria. The staff make skilful use of phonics to help children to link sounds to letters. They help children to follow text from left to right when they read stories, carefully linking the words to the pictures. As a result, children are learning that print carries meaning.

Children actively use numbers within routine play. They enjoy number rhymes and are able to count reliably as they jump on the trampoline. Children have worthwhile opportunities to match and sequence by number, size, and colour as they participate in focussed activities. They are beginning to use mathematical phrases because the staff encourage the children to use comparative language to describe their observations such as 'taller or shorter.'

Children have free access to an exciting range of resources that encourage them to learn about technology, such as telephones and programmable toys. Children learn about their own culture as they celebrate bonfire night and they celebrate festivals from around the world to help them to value and respect diversity. Children are developing an understanding of their own community through visitors to the playgroup, such as the dental nurse, librarian and local police.

The staff have a sound knowledge of the Foundation Stage and how young children develop. They place a high value on teamwork, therefore, they support each other and work very well together. The staff consult with parents to discover each child's starting point along the stepping stones to the early learning goals. They observe the children and record their findings. For example, 'He was able to identify several animals that lived in the jungle.' As a result, children are provided with meaningful activities that are appropriate to their stage of development. Although plans are in place to involve all of the staff, only the senior staff currently assess and plan the programme for children receiving funding for nursery education. Consequently, children's progress towards the early learning goals could be compromised because not all of the staff are able to fully challenge them to extend their learning.

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

The provision is good.

Children feel a sense of belonging because the playgroup welcomes children from all backgrounds and of all abilities. The children are able to appreciate the wider world through the positive images they see in the range of multi-cultural resources available

to them. The staff ensure all of the toys are equally available to boys and girls. As a result, children are learning to avoid assumptions based on stereotypes.

Children behave well because they know what is expected of them. The staff are very good role models to the children who are guided by their pleasing responses and reactions. The consistent and positive boundaries for behaviour management, for example, 'Be nice and kind to each other.', are helping children to manage their own behaviour. Children respond to the effective reward system to encourage good behaviour and they are particularly eager to be chosen to take 'Bertie Bear' home for the weekend.

Children of all abilities are helped to reach their full potential because the staff are quick to recognise any developmental delay. The staff work closely with parents and other agencies to develop individual care plans and provide appropriate support to help children to participate to the best of their ability.

The playgroup's positive approach fosters children's spiritual, moral, social and cultural development extremely well.

The partnership with parents is good. Parents are provided with a comprehensive prospectus that explains the care and education that is provided for their children. Parents' views about their children's needs and interests are actively sought throughout their time at playgroup. For example, staff exchange information informally as children are delivered and collected, hold key worker meetings and send out regular newsletters. Consequently, all parents know how their children are progressing and developing. The valuable, two way flow of information enables the playgroup to provide care and that is current to children's individual needs. It also helps parents to be fully involved in their children's learning and, as a result, parents comment they are 'really pleased with the provision' because they 'always know what the children are doing.'

## **Organisation**

The organisation is good.

Children's care is enhanced by the skilful organisation of the resources together with the staff's commitment to ongoing training that ensures that their skills and knowledge are up to date. Children have opportunities to extend their learning because the premises are well organised. For example, the children are provided with areas for messy play, free floor play, outside and physical play as well as quiet areas where they are able to rest or to concentrate.

All legally required documentation is in place and suitably maintained to promote the welfare and care of the children. The robust records of attendance ensure staff are always aware of who is present so that children are kept safe in an emergency.

The leadership and management is good. The limited company of directors is effective in meeting the children's needs as they have thorough recruitment procedures in place to employ skilled staff that are suitable to work with children. The manager gives excellent support and guidance to the staff to enable them to deliver

and monitor the educational programme. She regularly reviews and evaluates the provision to ensure that children's welfare and learning is effectively supported. For example, the manager plans to develop the planning and assessment for the nursery education so that all staff have the opportunity to participate. The playgroup is guided by clear aims and objectives that enable staff to provide a stimulating learning environment as evidenced by the good progress that children are making towards the early learning goals.

Overall the provision meets the needs of the children who attend.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There are no complaints to report.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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The quality and standards of the nursery education are good.

### **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 the play environment to ensure it is welcoming and friendly to the 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):

- continue to develop staff involvement with planning and the assessment of children's progress towards the early learning goals so that all staff are able to fully challenge children to extend their learning.

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