



Fryerns Community Playgroup

Inspection report for early years provision

Unique Reference Number	402065
Inspection date	21 September 2005
Inspector	Lisa Paisley
Setting Address	Fryerns Community Centre, Whitmore Way, BASILDON, Essex, SS14 2NN
Telephone number	01268 530287
E-mail	
Registered person	Basildon Community Association
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?

Fryerns Community Playgroup is run by Basildon Community Association. It opened in 1970 and operates from a Community Centre in Basildon, Essex. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open each weekday from 09.00 to 11.45 term time only. All children share access to a secure enclosed outdoor play area.

There are currently 33 children aged from 2 to under 5 years on roll. Of these 18

receive funding for nursery education. Children come from the local area. The playgroup supports a number of children with special educational needs.

The pre-school employs 5 staff. Three of the staff, including both managers hold appropriate early years qualifications. Two staff are currently attending training.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy a varied range of physical activities which contribute to their good health. There are opportunities for children to enjoy physical play both indoors and out which helps them to develop control of their bodies. For example, they use the small climbing apparatus, play together using hoops, bean bags, trikes and trampoline. They move all parts of their bodies as they participate in action songs and circle games.

Children begin to learn the importance of simple good health and hygiene practices through everyday routines. For example, they wash their hands before eating snacks and after messy play. Children are protected from illness and infection because staff follow good procedures when children are unwell. Staff are well informed about children's health care matters and parents are made aware of the sick child policy. All the required documentation is in place. All the staff hold a first aid certificate and the first aid box is accessible to staff allowing them to deal with an accident efficiently.

Children benefit from a healthy diet. They enjoy sitting together at snack time as they are offered a range of varied snacks. Although children only have drinks at snack time they can ask for a drink during the session. Their good health is promoted and their dietary needs are met because practitioners take account of the wishes of parents and the children's likes and dislikes. Children learn about healthy lifestyles as they engage in meaningful activities such as collages of healthy foods and through topic work.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a clean, well maintained environment. The organisation of the group means that children can move around safely and freely to independently access resources which are arranged on low level tables at child height.

Children benefit from a good range of safety measures. For example, they develop an understanding of how to keep themselves safe through practising fire drills and discussing the reasons for this with staff. Clear procedures are in place for the arrival and departure of children, ensuring they arrive at the group and go home safely. Sensitive reminders such as a request to pick up toys from the floor to prevent someone from tripping over, increase children's awareness of everyday safety in the setting

Children are cared for by adults who have relevant experience, knowledge and skills. For example, children are protected from abuse or neglect because some staff have attended training and show an understanding of the procedures to follow if there are concerns. Staff are fully aware of the types of abuse and signs to look for and staff have the confidence to follow through the correct procedures to protect children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children take part in a range of activities throughout the session. Younger children are beginning to gain confidence with each other and the staff. They play happily with each other and are learning to take turns and share toys and equipment. Children benefit from the staff's positive, warm and caring relationships with them. They are confident and interested in the activities provided. Children's development is supported by a range of adult led and child initiated activities such as painting and craft work. Their independence is promoted because children are able to use their initiative as they freely select from a varied range of activities and resources. The Birth to 3 matters framework has not yet been incorporated into group's planning, however they hope to address this in the near future.

Nursery Education

The quality of teaching and learning is satisfactory. Children are progressing well, supported by the staff's knowledge and understanding of the Foundation Stage. Medium and long term planning includes the six areas of learning, however, weekly activity plans do not yet link in with the early learning goals and they do not include evaluations or differentiation. Staff are beginning to use children's development profiles to plan for the next steps in the curriculum ensuring children's individual development needs are being met.

Children are interested and eager to learn; they concentrate and listen attentively. They are confident and able to speak in front of a small group. Children form good relationships with staff and show a caring disposition towards other children. They listen well, follow simple instructions and are confident when speaking to others. Children are beginning to sound out simple words such as their own name. They enjoy the book corner which is inviting and consistently used throughout the session. There are activities for children to use writing as a form of communication, however there are limited opportunities for mark making. Children are able to take playgroup books home, encouraging stories with family members in the home.

Children are beginning to develop an understanding of positional language such as on top, behind and underneath. They enjoy simple number rhymes such as 'ten green bottles' and some children are beginning to count to 10. However, limited opportunities for children to use maths language in every day situations such as snack time, role play or construction such as, bigger or smaller bricks. Children talk about their homes and families and past and present events. They celebrate traditional festivals and cultural events such as Christmas and Halloween, and discuss world festivals such as, Chinese New Year. Children go on trips to the library and local shops encouraging them to find out more about their local community.

Visitors are invited into the group on a regular basis such as the police officer and the fire safety officer to talk about their roles and extending children's knowledge and understanding of the wider community. There are regular opportunities for children to use music and movement enabling them to experiment in rhythm and sounds.

More able children concentrate on activities for long periods of time. They are confident to take risks in their learning and try new and less familiar activities without fear of failure. Staff praise and encourage children to try new things for themselves and continue to practise and develop their skills.

Helping children make a positive contribution

The provision is satisfactory.

All children receive a warm welcome and take part in the full range of activities. They develop a sense of belonging as they make choices and decisions about their play and learning. Children benefit from the positive relationships with staff and each other. They are confident to talk to visitors in the group.

Arrangements are in place to support children with special educational needs, ensuring individual needs are met. Children behave well and respond appropriately because staff set clear and consistent boundaries. Their confidence and self esteem is promoted as staff interact sensitively and freely praise and encourage them. Children are encouraged to share, take turns and work together harmoniously. They are learning to be polite because staff are good role models, they value children and thank them for their contribution.

Partnership with parents is satisfactory. Parents are given feedback regarding their child's development. They receive newsletters and are invited into the playgroup. However, very little information is available to parents regarding the early learning goals.

The setting fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is satisfactory.

Children are very happy and settled at the nursery. Children play in large community hall where there is an extensive range of toys available. Due to the organisation of activities and planning not yet implemented effectively, the focus of the session is lost. Children enjoy large group times, such as snack and story times, when they join in an experience together. The required documentation and records are in place, however, a minor amendment is required to the complaints procedure.

The quality of the leadership and management of the nursery education is satisfactory. Staff work well together as a team and attend regular meetings. An appraisal system for staff is in place and this is effective in identifying staff training needs. There is some monitoring and evaluation of the curriculum taking place. Both manager and deputy are working hard with outside professional agencies to enable

them to improve the planning system. Future plans include developing the garden area, obtaining more resources and equipment and other ideas of linking with parents.

Overall, the needs of the range of children attending are met.

Improvements since the last inspection

Following the last care inspection the group have implemented a written operational plan with all the necessary policies and procedures in place, ensuring the group runs more effectively on a daily basis. Staff have attended child protection training, ensuring they have a clear understanding of procedures regarding any child protection issues.

Following the last education inspection all staff have attended training or are currently on training ensuring staff develop their knowledge and understanding of the Foundation Stage. The manager and deputy have worked hard and are in the process of improving planning, observation, assessment and children's profiles. Training days have been arranged for the staff, ensuring the quality of education being offered is improving.

Complaints since the last inspection

There are no complaints to report.

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):

- improve the staff knowledge and understanding of the needs of young children under 3, for example through the use of the Birth to three matters framework
- ensure Ofsted name and telephone number is included in the complaints procedure.

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):

- ensure sessions and resources are organised to provide opportunities for extending children's learning in a focus manner particularly for mark making and mathematical language in everyday situations
- continue to develop curriculum planning to include assessment of activities and differentiation, and continue to use assessment records to inform curriculum planning to meet children's individual needs
- ensure information regarding the Foundation Stage and early learning goals is made available to all parents.

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