



# Longslow Ladybirds Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	EY303776
<b>Inspection date</b>	24 November 2005
<b>Inspector</b>	Dianne Andrews
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<b>Registered person</b>	Longslow Ladybirds Playgroup Management Committee
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Full day care, Out of School 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

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.

### WHAT SORT OF SETTING IS IT?

Longslow Ladybirds Playgroup has been registered as an extended school service since 2004. It is managed by a sub-committee of the governing body of Market Drayton Infant & Nursery School in North Shropshire, and is primarily based in the Foundation One unit within the school. The breakfast club operates from the school hall. All children have access to a fully enclosed outside play area.

There are currently 62 children on roll. This includes 52 children in receipt of funded nursery education. The playgroup accepts children aged from 2 years 6 months to 4 years. Children attend for a variety of sessions each week. The group supports

children with special educational needs.

The playgroup opens five days a week during school term times. Sessions are from 08:55 until 11:25 and 12:25 until 14:55. Children can also choose to stay for a lunch session to access full day care. The breakfast club operates each weekday during term times from 07:45 to 08:55, catering for children who attend the infant school or nearby junior school.

There are eight full and part time staff who work with the children. Most staff hold a recognised childcare qualification. The setting receives support from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a warm, clean setting, where they learn the importance of good hygiene and personal care. Their sound understanding of why they must wash their hands before snack time helps them to keep healthy. Staff take effective steps to prevent the spread of infection in the setting, for instance, by wearing gloves and aprons when changing nappies, cleaning tables with an antibacterial preparation and providing children with individual towels for drying their hands. There is a clear policy about children who are sick or who have infectious diseases, which is shared with parents to ensure that children are cared for appropriately. Staff have attended training to enable them to support children with specific health needs, giving opportunities for a wider range of children to experience the day care provision.

Children are helped to enjoy healthy food as they take part in the country-wide scheme, which provides fruit for children within primary schools. They are offered a range of seasonal fruit, such as oranges and a variety of apples, eating them in a relaxed, social setting with adults and children sitting in small groups. Milk or water is provided at these times, but children are not encouraged to meet their own needs independently, as there is no ready access to drinking water within the setting.

Children's physical skills are developed very well through a wide range of interesting activities. They make good use of the well planned, outdoor environment for regular exercise and physical activity, dressing appropriately to ensure that inclement weather does not hinder outdoor play opportunities. Children develop the confidence to enjoy moving with control, for example using their bodies in various ways, dancing to music and manoeuvring wheeled toys.

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

The provision is satisfactory.

Practitioners organise the space and equipment effectively to minimise potential hazards for children. As a result, children can move around the setting freely and independently and use developmentally appropriate equipment and toys indoors and

outdoors. They use an excellent range of good quality, interesting resources, which are well organised in child-height furniture to encourage independent access.

Staff have some delegated responsibilities to ensure children's health and safety in the setting, however risk assessments have not been considered to cover all areas of the premises or safety of children's activities. This compromises their safety. Access to the building has been effectively organised to ensure that the building is secure and that children's safety in this area is promoted well. Children learn to keep themselves safe as they participate in topic work such as road safety and stranger danger. Most children practise emergency evacuation drills along with the main school, however, the timing of the drills does not take account of the varied attendance pattern of children in the playgroup.

Children are well protected. The child protection coordinator ensures that procedures are up to date and that staff have a secure understanding about their responsibilities to keep children safe from harm or neglect.

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

The provision is good.

Children arrive at the setting eager to participate in the day's activities. They are confident and self-assured in the playgroup's welcoming environment, which enables them to select tasks independently. They are supported well by the staff, who recognise when to join in activities in order to extend children's thinking, providing appropriate levels of challenge. As a result children show interest, have fun and enjoy their time in the setting.

They develop a strong sense of self through positive interactions with adults and develop their independent care skills as they help to tidy away the toys, access aprons for messy activities and find their own labelled peg to hang up their coat.

The time-table offers an appropriate balance of child-initiated time and more structured learning opportunities. Children take part in stimulating practical activities, such as making jellies, which they look forward to eating at the next session. They learn skills, and talk and listen while being actively involved in their learning. Staff use the Foundation Stage Curriculum and the Birth to three framework in order to plan a programme which meets individual children's needs.

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

The provision is good.

Children are learning to respect diversity within their immediate and wider society through well planned and spontaneous activities, toys and resources. The group welcomes children with special needs and ensures that they can access and participate in all activities offered. Staff are vigilant about the early identification of children's needs, whether educational, emotional or physical. They monitor, assess and move towards breaking down barriers and demonstrate a commitment to

inclusion as they liaise with parents and other relevant professionals in order to safeguard children's interests. The children benefit from interactive, experienced, caring staff group that successfully plan daily routines around their needs.

Children play happily and are confident, sociable and secure. They respond positively to the staff who ensure that behaviour is managed with the use of praise and explanation. Children are well behaved and are encouraged to share, take turns and show consideration for others. Staff value what children say, which helps children to feel good about themselves and ensures that their spiritual, moral, social and cultural development is fostered well.

The very effective 'Partnership with Parents' scheme means that the children are confident and happy to stay with familiar and trusted adults. Parents are encouraged to join in activities with their children at the start of each session, this helps to develop close relationships and offers practical ideas for parents to continue children's learning at home. Key workers are beginning to invite parents into the setting to talk about children's progress. However, they do not presently have an opportunity to discuss children's interests and achievements at home, prior to them starting in the group. This limits their opportunity to be fully involved in their initial assessment and to fully appreciate their developing skills.

## **Organisation**

The organisation is satisfactory.

The setting is well organised, ensuring that children's needs are met and that they can safely and independently access all available areas. The recruitment process is effective and ensures that staff are appropriately vetted and that qualification levels are met. The operational plan is comprehensive and includes information relevant to the running of the group. Most documentation is maintained in line with requirements to support the care of the children. However, the daily register does not show times of children's attendance and the methods used to record accidents do not ensure confidentiality.

The manager promotes strong leadership and the staff work well together, offering one another high levels of support. They are clear about their roles and responsibilities and refer to the rotas clearly displayed in the office. Systems are being developed to evaluate and monitor staff performance and development, and the effect the playgroup's programme has on children's progress. Staff are encouraged to share ideas and be actively involved in the running of the group and are committed to improving the care and education of all children. Overall, the provision meets the needs of the children who attend.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

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.

There have been no complaints reported to Ofsted since registration.

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

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.

## **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):

- promote children's safety by developing risk assessments of the premises and activities, and by increasing opportunities for them to practice emergency evacuation procedures
- ensure that daily attendance records include times of arrival and departure, and that within the record of accidents, confidentiality is maintained.

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](http://www.ofsted.gov.uk)