



Judy Clark Playgroup

Inspection report for early years provision

Unique Reference Number	205560
Inspection date	05 October 2005
Inspector	Jackie Phillips
Setting Address	Macaulay Street, Grimsby, North East Lincolnshire, DN31 2ES
Telephone number	01472 251320
E-mail	
Registered person	Judy Clark Playgroup
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 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?

The Judy Clark Playgroup first opened in 1993. It is a committee run playgroup made up of parents and key staff members from the infant school. The group is situated in a single storey building in the grounds of Macaulay Infant School in Grimsby. Children aged from two to under five attend the playgroup. Registration is for a maximum of 20 children at any one time. They have the sole use of one play room. Toilet facilities and an enclosed outdoor play area are also available.

The playgroup operates from Monday to Friday from 09.00 to 11.30 and 13.05 to 15.35 during term time only. There are currently 47 children on roll, including 8 three year olds in receipt of nursery education funding. Support is provided for children with special educational needs. Six staff are employed, all of whom hold a relevant qualification. The playgroup is a Pre School Learning Alliance accredited setting and receives the support of the North East Lincolnshire Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are encouraged to adopt a positive attitude to a healthy lifestyle because staff promote this very well within the setting. A free flow system is adopted that enables children to decide if they wish to play indoors or out. They are well supervised as they enter the enclosed outdoor environment. Children have the opportunity to be physically active or engage in quieter activities such as reading a book or completing a puzzle. Equipment to encourage children to climb and balance is available. The setting can be easily rearranged to allow for children to be involved in physical play indoors if required. Three year olds are progressing well as they practise and refine smaller physical skills such as drawing, cutting, threading and painting.

Good procedures are in place to maintain children's health. This includes a written policy that discourages ill children from attending the setting and providing parents with information about infection. The toilet area has some good resources to promote children's development of self care routines. These include potties and toilet seats for the younger children, and disposable paper hand towels and soap dispensers for all children to access. Staff are required to supervise children when they need to use the toilet because of its location. This does have an impact on the management of self care routines for the older children. However, children know they need to wash their hands prior to eating food, and aware to place hands over their mouths if they cough.

At each session children are actively involved in the preparation and serving of the snack. A café style arrangement operates which promotes children's independence, choice and decision making skills. They are encouraged to pour drinks and engage in quality conversations with staff about the need to eat healthily. Fresh fruit is served regularly and the children enjoy a range of other interesting options to support a healthy lifestyle.

When children are upset, especially when they are new to the setting, their needs are well supported. Adults sympathetically hold and talk to the children, providing them with encouraging words. They support a calm and reassuring parting from their parents and carers as children are encouraged to wave goodbye and blow kisses through the window. This positive approach supports children's emotional well being effectively.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are helped to be aware of their own personal safety by reminders and good supervision from staff. The younger ones in particular are provided with explanations about not throwing toys or moving around the setting whilst eating food. Spills that occur are promptly cleaned up to maintain a safe environment. Accidents are very well recorded and includes details of areas within the setting where incidents have occurred. This supports a positive approach to ongoing risk assessments of the areas that children access.

The environment is bright and welcoming for children. Their art and creative work is well displayed providing a sense of belonging. Toys are well maintained and mostly available for children to access although storage is limited. The whole of the school site and areas around the group setting are very secure. Children are safeguarded from harm by appropriate child protection procedures that are in place. Adults are well aware of their responsibility to protect children from harm and this commitment is shared with parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children are motivated and interested to learn. They use a range of quality toys and resources confidently and competently, including scissors, puzzles and construction resources. Younger children are provided with clear explanations regarding the use of equipment to fully support them in a range of play activities. Planning for the under three's is effectively implemented following guidance from the Birth to three matters framework, supporting the care and development of young children. Adults interact and support children as they play using conversation and highly effective questioning skills to increase their vocabulary and language development. Secure relationships are formed as children learn to play co-operatively with and alongside their friends, and as part of a larger group.

Nursery education

The quality of teaching and learning is good because children are progressing well in all six areas of learning. This is also effectively supported because adults find fun and interesting ways in which to help children to learn. They have a secure knowledge of the Foundation Stage and plans, activities and assessment systems reflect this. Practitioners are aware of children's starting points and they build upon this. Clear explanations are provided to help children understand and become more confident. Children have frequent opportunities to express themselves either creatively or imaginatively. Staff are on hand to interact and support them well, such as looking at books or discussing photographs of recent activities. Visitors to the setting, links with the school and the celebration of a range of events help children to develop a sense of place. They become familiar with information technology by the diverse range of interactive equipment and frequent use of the computer by children and adults.

Helping children make a positive contribution

The provision is good.

Children are enabled to make a positive contribution to the setting by well established systems in place that acknowledge and support their achievements. Children know their key workers because photographs and groups are well organised. They know where to find their names to self register which are attractively displayed on the wall using a bear theme. On the reverse are specific personal details relating to the child establishing a purposeful reference procedure, especially for students or new staff to the setting. A comprehensive sticker and certificate system is effective in supporting children's positive behaviour, which also acknowledges their achievements in other areas. These systems particularly support the under three's in developing their self assurance and sense of belonging.

All children are fully included in the group and for those with additional needs they are well supported by caring adults. An in-depth file has been created that includes useful guidance on a range of issues concerning children with special needs. This is reinforced by access to the internet where further information is obtained. Careful liaison with parents and outside agencies supports children's development very well.

Behaviour is managed consistently and clear explanations provided to children help to explain the consequence of their actions. This enables them to begin to understand the difference between right and wrong. Disputes are minor and staff quickly intervene. Planned time held at the beginning of each session helps children to socialise and work together as part of a group. They discuss and record events such as the days of the week, date and weather conditions. They respond to their name when the register is taken being acknowledged and affirmed as a valuable member of the group. Their awareness of cultural diversity is raised through play, discussion and the celebration of a range of events. Visitors to the setting, effective social occasions and walks around the school grounds aid children in taking their place in society. This positive approach fosters children's spiritual, moral, social and cultural development.

A positive partnership with parents is a high priority for the adults of the setting. They provide clear notices of advice or information. Time is planned to discuss children's dislikes, preferences and special requirements prior to commencing at the setting. Parents comments and suggestions are valued. The setting has a clear vision of how they would like to encourage parents to play an increased active part in their children's care and early learning. This is supported by newsletters and information about how they might contribute to topic or theme development. For instance, parents are asked to bring in items from home to support an interest table or colour identification theme for children. Planning is well displayed for parents to see. This is used effectively by staff but is quite detailed for parents use, and does not support sufficiently well how they might develop or adapt ideas to share learning experiences with their children.

Organisation

The organisation is good.

The routine of the setting is well planned with provision for flexibility to meet the needs of the children. Staff are well deployed around the setting. They are an established team clearly led by an enthusiastic and well motivated supervisor.

The leadership and management of the setting is good. Secure systems have been established to support staff well, provide training opportunities and address areas for personal development. A comprehensive range of diverse policies and procedures clearly supports the overall management and operation of the setting. Information is stored securely and is well organised. The team act well upon guidance and advice provided by training, networking or development workers. Regular meetings enable the adults to discuss the care, inclusion and early learning of the children. Observations and evaluative evidence from play activities supports future planning and enables staff to fully promote the progression of children's learning. Overall the needs of the children who attend the provision are very well met.

Improvements since the last inspection

The last combined inspection recommended that the group ensure Ofsted are notified of any child protection issues that arise involving children attending the setting. Effective procedures are now established including a clear child protection policy and advice to parents regarding the groups responsibility to protect children. Ofsted are kept informed and the safety of children remains a high priority.

The early education of children was asked to be sufficiently supported by the increased use of spontaneous number and counting situations. Children are progressing well in the mathematics area of learning and very good opportunities are taken to support their awareness of number. The programme is well planned and staff are very clear about learning outcomes for children supporting their early education effectively.

Complaints since the last inspection

There are no complaints to report.

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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):

- ensure reasonable steps are taken to minimise hazards for children within the toilet area

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 ways in which the groups planning for the foundation stage may be presented to be more user friendly for the benefit of 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