



Shafton Playgroup

Inspection report for early years provision

Unique Reference Number 302857

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Inspector Janet Skippins

Setting Address The Community Centre, Off High Street, Shafton, Barnsley, S72 8NH

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Registered person Pauline Barnett and Pamela Greasley

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 good.

WHAT SORT OF SETTING IS IT?

Shafton Playgroup opened approximately 21 years ago. It is privately owned and operates from a hall in a community building in the village of Shafton, outside Barnsley. A maximum of 26 children may attend the playgroup at any one time. It is open each weekday from 09.30 to 11.30 and 12.45 to 15.15 during term time. Children have access to a secure enclosed outdoor play area.

There are currently 52 children aged from 2 to under 5 years on roll. Of these 26

children receive funding for nursery education. Children attend from the local and surrounding areas. The playgroup currently supports children who speak English as an additional language.

The playgroup employs six staff all of whom, including the owner, hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

There is a potential for children's health being at risk because some appropriate measures are not in place. For example, the playgroup does not have a clear policy regarding the administration of medicine, which is understood by all staff and discussed with parents. Also, parents have not been asked to give permission for children to receive any necessary emergency medical advice or treatment. However, children are kept safe from the spread of infection as staff follow hygiene procedures such as cleaning tables before and after use. They also have effective procedures in place to ensure food is stored and prepared safely. Children's individual dietary needs are well met and they are offered a healthy snack at each session.

Children begin to develop an understanding about healthy practices through topics and activities, for example healthy eating and fruit tasting. They wash their hands independently after messy play, after the toilet and before snack and this helps them effectively understand the need to practice good routines of personal hygiene.

The session is well organised each day to ensure there is regular opportunity for children's physical development, good use is made of the outdoor area. Both inside and outside, children have a good awareness of space. They move around confidently, with control and in a variety of ways, including running, jumping and hopping. They competently use a wide range of small and large equipment, for example, glue spreaders, scissors, paint brushes, bikes and scooters.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in an adequately clean, suitably maintained environment which is effectively organised to enable them to move around freely. They access available resources independently from trays and boxes at child height but not all toys and equipment are clean and well maintained.

Children benefit from some good safety measures, for example the outside door is locked when the session is in progress and there is a fully secure outdoor play area. However, the kitchen, where cleaning materials are kept, is accessible to children so that all safety precautions are not in place to prevent accidents. Children develop a good awareness of fire safety through practising emergency evacuations regularly, though these are not recorded in sufficient detail.

The children have a good understanding of how to keep themselves safe through regular reminders and explanations from staff, for example, to pick up toys so that they do not fall over them. Children's welfare is safeguarded as members of staff are currently updating their first aid training and also because staff have a clear understanding of the procedures to follow if they have any concerns, in line with the local Area Child Protection Committee guidance.

Helping children achieve well and enjoy what they do

The provision is good.

Children's independence is well promoted through a variety of opportunities. They move around freely accessing toys and play equipment, choose songs to sing and learn to be independent with their own hygiene. Children are fully involved in a wide range of enjoyable activities, which develop their mathematical thinking, imagination, language and creative development for example sand, water, role play, construction, singing, arts and crafts. They are very happy and settled at the play group and are keen to communicate with staff, enthusiastically showing them things they have done and talking to them about their experiences. Children benefit from staff who are very interested in them, giving them lots of praise and encouragement and they build warm relationships. Children play very well together, they learn to share and have respect for each others feelings.

Nursery Education:

The quality of teaching and learning is good. Some staff have attended training on the Foundation Stage and competently put this into practice. They show good knowledge of the Foundation Stage and provide a wide range of activities and experiences to cover all areas of children's learning. Planning is flexible, clear and covers all areas of learning in the curriculum. Detailed planning for focused activities ensures clear learning intentions are identified for children. Suitable assessment records for each child clearly show children's approach to learning, their achievements and planning for the next steps in learning. The room is mainly well organised and resources are attractively set out to stimulate children's interest in learning. Staff use open questions to effectively promote children's thinking and resources are generally well used, although there are few opportunities for children to express their feelings and imagination in the role play area.

Three and four year old children are keen to share experiences with staff and other children and communicate confidently and clearly, talking activities through and reflecting on what is happening. They enjoy books, accessing them independently and listening attentively to stories in small and large groups. They are also able to choose books to take home and share with their parents. They handle books carefully and begin to understand print carries meaning. Three year olds count competently and reliably to five and beyond. Four year olds can count well up to 15. They begin to use number names accurately in their play and develop their calculation skills well through a variety of activities including singing, baking, and group times. They show interest in the lives of people familiar to them and begin to learn about people in other countries through planned activities. For example, they

learn to speak French and a few words of Russian. Also, displays show them using chopsticks to taste noodles and making bookmarks using Chinese symbols, to celebrate Chinese New Year. However, there are no posters displayed showing images which help children to understand cultural differences or people with disabilities or those in non-stereotypical roles. Children develop a good understanding of the natural world through focused activities such as planting sunflower seeds and watching them grow. They enjoy using all their senses to explore a wide range of different materials including water, sand, dried tea leaves, dough and soil, and through tasting and smelling activities.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals. There are effective arrangements in place to care for children with special educational needs and those with English as an additional language. All children's individual needs are well met. Children develop a positive attitude to others and develop a good understanding about the wider world and community through celebrating festivals, trying food and having access to a mainly good range of resources which show positive images of culture, ethnicity, gender and disability.

Children are well behaved and have a good understanding of boundaries. Their behaviour is effectively managed through regular reminders from staff, discussions with parents and strategies that take into account their level of understanding and maturity. They are given lots of praise and encouragement and learn to share, take turns and begin to accept the needs of others.

Partnership with parents and carers is good. Children benefit from effective information sharing with parents through daily discussion and the notice board. However, written policies and procedures are not easily accessible to parents. Information on the foundation stage curriculum is available for parents and this helps them to be involved in children's learning. The setting fosters children's spiritual, moral, social and cultural development well.

Organisation

The organisation is satisfactory.

The environment is mainly well organised, staff know their roles and responsibilities and effectively implement routines to give children a broad range of experiences. Children benefit from well deployed staff, who consistently interact with them and give children effective support and encouragement, which helps them feel secure and confident.

Children's safety is compromised because they are able to enter the kitchen unsupervised. Their health is not fully safeguarded because some records and documentation, such as parental permission for children's emergency medical treatment, are not in place. However, staff have a strong commitment to rectify

matters and are in the process of ensuring these matters are given attention.

The leadership and management of the nursery education is satisfactory. Some staff have attended Foundation Stage training and are involved in planning for the curriculum to help children develop in all areas. A system to observe and evaluate staff performance is used to plan their development and training needs. Staff plan to access more training on the Foundation Stage to improve learning outcomes for children further. Children's achievement and development is observed and recorded in assessment records which include plans for next steps in children's learning. The needs of all children who attend are met.

Improvements since the last inspection

At the last inspection the playgroup was asked to start a staff induction system and ensure the register showed times of arrival and departure of the children. An induction system is now in place and staff work well together, showing awareness of each other's roles. A system is now in place to record attendance times which vary from the playgroup's normal opening hours. These measures contribute to an organised environment for the children. The playgroup was asked to conduct a risk assessment identifying actions to be taken to minimise risks to children. This has been done, though the procedure to conduct regular risk assessments is not sufficiently rigorous to ensure that all safety precautions are taken to prevent children from accidents. The First Aid box is now adequately stocked, this is a positive step towards promoting the health and welfare of the children.

Most of the playgroup environment is now organised so that children can independently choose their own play materials and tools to support and develop their own play ideas. However, the role play area does not support children well to develop their imagination.

Some staff members have attended training on the Foundation Stage of children's learning, which has developed their knowledge and understanding of the stepping stones for children's learning and the early learning goals. As a result, they have put a good system in place for curriculum planning, which ensures children's progress towards the early learning goals is well supported. However, staff plan to take advantage of future training for their continuing development. Parents are now provided with good information about their children's progress at playgroup. This is clearly presented in the form of written reports and there are regular opportunities to discuss children's observation and assessment records. Parents are provided with suggestions for activities they can do with their children at home. This results in a successful partnership with parents and has a good impact on children's learning as parents are involved in their child's learning.

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):

- request written permission from parents for the seeking of any necessary emergency medical advice or treatment
- conduct a risk assessment on the premises giving particular attention to children's access to hazardous substances in the kitchen
- enhance records of emergency evacuations to include sufficiently detailed information
- display posters showing positive images of the wider society to promote children's understanding of equal opportunities and anti-discriminatory practice
- make information in policies and procedures easily accessible for parents.

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's knowledge of the Foundation Stage curriculum.

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