



Foxy Creek Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number 258602

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Inspector Susan Riley

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Registered person Foxy Creek Pre-School 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 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?

Foxy Creek Pre-School Playgroup has been registered for approximately 35 years. They have been running within the current premises for 5 years. The group is managed by a committee of parents. The group operates from a room within the Richard Herrod Centre, situated in the residential area of Carlton, a suburb of Nottingham.

A maximum of 26 children may attend the group at any one time. The group is open

each weekday from 09:00 to 11:30 during school term times. All children share access to a secure enclosed outdoor play area.

There are currently 14 children from 2 years 6 months to under 5 years on roll. Of these 5 children receive funding for nursery education. Children come from the surrounding area.

The group employs four staff. One of the staff members holds an appropriate early years qualification. All the staff members are currently working towards a qualification. In addition staff have attended a number of play-related workshops and training events. The group receive support from the Nottinghamshire Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted through the use of good hygiene that minimises the risk of cross-infection. They are protected from germs because tables are carefully wiped before food is served and appropriate checks are made to ensure all areas remain clean and suitable throughout the session. Children begin to understand that washing their hands before handling food keeps them healthy. Children who become unwell whilst in the group are treated with care and kindness. Suitable arrangements are made for them to rest quietly until they can be collected.

Children's health and safety is compromised as no practitioner holds a current first aid certificate. Parents are not always asked to sign the accident record, to make them fully aware of what has happened to their child. Children begin to learn about the benefits of a healthy diet and what foods are good for them. Snack time menus provide children with opportunities to try healthier options, such as fruit, breadsticks, cheese and crackers. Drinks are on offer throughout the sessions to ensure children do not go thirsty.

Children enjoy daily physical activities. They enjoy having races, learning how to throw and catch a ball. This promotes the co-ordination and control of their bodies. They negotiate space well as they move around indoors and sit carefully in group times. Children begin to use a range of small equipment, such as pencils, scissors and balls, which helps to develop their hand to eye co-ordination.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure and safe environment. There is sufficient space for children to play, rest and eat comfortably. Suitable play equipment and resources are well organised and kept in good order which allows children to play in safety. Children can reach the toys and equipment easily and have free choice, which encourages their independence. They gain a sense of belonging

as they are warmly welcomed. Practitioners deploy themselves well around the areas used by the children, to ensure they are safe and well supervised at all times. Daily risk assessments are carried out by practitioners, ensuring that equipment and areas used by the children are suitable and safe.

Children are protected because practitioners have attended training to increase their knowledge and understanding of their role in child protection and are now able to put appropriate procedures into practice. Appropriate systems are in place to ensure children are cared for by adults who are vetted and have the relevant experience, knowledge and skills. Effective procedures are in place to ensure that children are only collected by agreed persons. An evacuation procedure is in place and is practised, to enable children and adults to stay calm in the event of an emergency.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled, and enjoy their time at the group. They freely select activities according to their needs and interest. Children are confident to approach the practitioners to ask questions or for help and support. The children enjoy close relationships with their carers and readily seek comfort and contact with them, increasing their sense of well-being. The practitioners are skilled at encouraging children to extend their experiences, and at listening and talking with them. This raises children's self-esteem and confidence.

All children increase and develop new skills throughout their play. For example, they learn how to throw and catch a ball, or cutting with scissors. Children make positive relationships; practitioners are interested in what they do and say, they encourage the children to talk and take part in the activities. Practitioners also promote the sharing of resources with the younger children. This helps them build up good relationships with their peers. Children are beginning to distinguish between right and wrong through the gentle reminders and the positive praise they receive from practitioners.

Nursery Education

The quality of teaching and learning is satisfactory. Practitioners have attended training on the Foundation Stage and receive helpful support from the early years teacher. They are aware of how children learn through play. Practitioners are developing effective teaching practices, appropriate for the children. They provide activities and opportunities for children to enable them to learn for themselves and consolidate their learning. Children's independence is promoted effectively through the daily routines. They are eager to learn, self-assured in their play and confident to try new experiences. Practitioners use stamps as a reward system to promote good behaviour; this raises children's awareness and self-esteem. Children behave well, they are learning to take turns and co-operate with each other to achieve a common goal. Planning for the nursery education is currently being developed with the help of the local authority teacher. The group have started to develop a new system for keeping and using the assessments of children to aid in the planning of future activities.

Children demonstrate satisfactory levels of concentration as they complete activities to their own satisfaction. They are very caring towards one another. Children talk freely about their home and community within their play or through the discussion times. They are developing an awareness of their own culture and beliefs and those of others, through the resources and planned activities. Children's language skills are developing well, they show awareness of the listener, and are starting to negotiate with others whilst playing. Reading skills are developing, as they recognise their own name and simple labels around the setting. Children know how books work and handle them with care. They are encouraged to write their name and are keen to work in the writing area.

Children can count confidently and show increasing skills in recognising and using numbers to support their play. They enjoy using the tape recorder during their play, and happily turn the music on and off. Children move confidently and in safety around the setting. They display a good awareness of personal space for themselves and others. Children use the wide range of large and small equipment confidently, with increasing control and co-ordination. They display increasing skills when using tools in their play, creative and design work. Children demonstrate understanding of good practices with regard to eating and personal hygiene.

Children respond excitedly to a range of creative activities. In the creative area, children discuss their own or others' creative ideas and are guided by practitioners who encourage the children to observe, express their own thoughts and develop their language.

Helping children make a positive contribution

The provision is satisfactory.

Children are valued and respected as individuals. They are cared for by practitioners who work with parents to meet individual needs. All children are fully included in the provision. Children benefit from the partnership practitioners have developed with parents and carers. A complaints procedure is in place; however, this has not been reviewed to be in line with the recent changes.

Children gain a sense of belonging to the group as they see their art work being valued and displayed, and by having their own named coat peg. Children's good behaviour is appropriately fostered by the practitioners' sensitive intervention and positive reinforcement. Praise and stamps are given to children, ensuring that they develop confidence and self-esteem and understand when they have done well. Children are being made aware of the wider society through the activities and resources that the practitioners provide. For example, activities around the many festivals and celebrations, books and posters around the setting, and the dolls and small world play figures that the children use within their imaginative play.

Younger children are beginning to play harmoniously with each other, through the practitioners' reassurance and encouragement. The way practitioners organise the space and resources helps children to take initiative and develop increasing independence. The provision appropriately fosters children's spiritual, moral, social and cultural development.

The partnership with parents and carers of children who receive nursery education is satisfactory. Children benefit from the information shared with parents through newsletters, daily chats and the detailed notice boards. Information is shared about the Foundation Stage and parents are aware of what their children are learning in the sessions. They see the planning displayed and the learning intentions for the key activity. Systems for sharing children's development are largely informal. Parents form the management committee.

Organisation

The organisation is satisfactory.

Children are cared for in a suitable organised environment. Practitioners know their roles and responsibilities and implement routines to give children a range of experiences. The recruitment and vetting procedures ensure children are protected and cared for by staff with a knowledge and understanding of child development. Correct staff ratios are maintained at all times which supports children's care, learning and play. Children are appropriately grouped and they benefit from well-deployed staff. This helps children to feel secure and confident. All practitioners are currently attending training to increase their knowledge and understanding of child development and to keep themselves up to date with current issues. Overall the provision meets the needs of the children who attend.

The leadership and management for nursery education are satisfactory. The committee and practitioners are starting to work together to ensure the smooth running of the group in line with the identified aims. Practitioners are now committed to improving the care and education for the children. They take on board advice from relevant professionals, which enhance their practice. Some systems to monitor and evaluate the quality of the nursery education are currently being developed and put into practice. For example, appraisals for staff.

Improvements since the last inspection

At the last inspection the setting was asked to demonstrate how staff training and qualification requirements would be met; to ensure that adults providing day care, looking after children or having unsupervised access to them are suitable to do so; that the daily record of attendance includes the names of the children and adults who look after them; that the registered person takes positive steps to promote safety within the setting with reference to fire drills being carried out periodically; that the registered person complies with local child protection procedures and that all adults working and looking after children in the provision are able to put the procedures into practice; and that Ofsted is informed of any changes in members of staff, committee or any other significant event.

All the practitioners are currently attending training to ensure that the qualification requirements will be met. However, no-one has been able to attend first aid training. This has been carried forward from this inspection. All practitioners and committee members have now been appropriately vetted. They have also devised and implemented procedures to ensure all committee members are aware of their

responsibilities, thus keeping children safe at all times. A daily record of children and staff's attendance is now kept, ensuring that children are kept safe, as a record of their attendance and who cared for them is maintained. Children and adults awareness has been raised on what to do in the event of a fire or emergency. As they now regularly practice the emergency evacuation procedures. All practitioners have attended child protection training, this has raised their knowledge and understanding of child protection issues. Consequently children are kept well-protected and safe as practitioners are aware of the procedures to follow if they have concerns. The committee members and practitioners are now aware of when to inform ofsted of any changes.

At the last inspection, the quality of the nursery education was judged as inadequate. The setting needed to develop the leadership and management of the group to ensure that all staff and committee members are clear on their roles and responsibilities to enable them to effectively monitor and evaluate the care and educational provision; to improve the use of assessment systems to identify the stage at which children are in their learning, what they need to learn next and use this to inform future planning; to ensure parents are well informed about the educational provision, their child's progress and achievements and how they can support their child's learning at home; and to improve staffs' knowledge and understanding of the early learning goals and stepping stones to enable them to plan a balanced curriculum that covers all areas of children's learning effectively.

All practitioners working with children entitled to nursery education have the support of a part-time qualified early years teacher. The supervisor's role has been advertised for a level 3 qualified person. However, no suitable person has yet been appointed. With the support of the early years teacher, the practitioners are devising and implementing a plan to regularly monitor and evaluate the provision of care and education. This is still in the very early days and the impact on children's learning is slowly progressing. This has been carried forward from this inspection.

All children have a folder which contains record sheets covering the stepping stones and early learning goals. Practitioners are starting to make regular observations of children and this information is transferred to the records each half term. Daily discussion by practitioners of children's observed strengths, interests and needs are starting to inform the planning of their next stages of development. With the practitioners still undertaking training, the use of assessments of children are evolving and not yet effective. This has been carried through from this inspection.

The prospectus now includes information about children's learning, this is given to all parents at admission. The parents' notice board now gives regular information about activities and the learning taking place within the week. Practitioners have regular informal discussions with parents about their children's progress and achievements, and how they can support their learning at home. The practitioners have planned an open day where parents can formally discuss their child's progress and achievements.

All practitioners are currently attending training to increase their knowledge and understanding of the stepping stones and the early learning goals, and how young children learn. With the help of the early years teacher the practitioners have

reviewed the setting's long, medium and short term planning and linking it to the Foundation Stage. These measures are starting to impact on the quality of the nursery education. With the training programme not completed this has been carried through from this inspection.

Complaints since the last inspection

There have been no complaints made to Ofsted 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- review complaints procedure
- ensure that at least one member of staff with a current first aid certificate is on the premises or on outings at any one time
- ensure accident records are signed by the 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):

- further develop the use of assessment systems to identify the stage at which children are in their learning, what they need to learn next and use this to inform future planning
- continue to develop the leadership and management of the playgroup to ensure that all staff and committee members are clear on their roles and responsibilities to enable them to effectively monitor and evaluate the care and educational provision

- continue to improve staffs' knowledge and understanding of the early learning goals and stepping stones to enable them to plan a balanced curriculum that covers all areas of children's learning effectively.

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