



## Warren Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	113813
<b>Inspection date</b>	25 January 2006
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<b>Registered person</b>	Warren Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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 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?

Warren Playgroup was re-registered in 2000 from an existing provision and is run by a parent committee. It operates from a church hall in Henfield and serves the local area. Outside play is provided at the rear of the building.

Registration is for full day care and there are currently 40 children from 2 years to 5 years on roll. This includes 28 funded 3 and 4 year olds. Children attend for a variety of sessions. The group supports children with special needs and those who speak

English as an additional language.

The group opens 09:30 to 15:00 Mondays and Tuesdays, and from 09:30 to 13:00 for the rest of the week. The group operates term-time only.

There are 10 staff who work with the children, including 2 who are bank staff. There are 5 members of staff with early years qualifications and a further 2 are in training. The setting receives support from a mentor from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children play in a clean environment and understand the importance of hygiene routines such as washing hands after using the toilet, and before eating. These routines are well-established and children can see a simple photo-chart on the wall in the bathroom which effectively reminds them about what to do. Children who have medical conditions, such as asthma or eczema, receive careful attention from staff in line with the information provided by parents. This promotes consistent care and good health. All records about children's health, or any accidents that occur, are maintained in accordance with the regulations.

Children sit together for snacks and meals which are provided by parents. Snacks are always fruit-based and include a wide range of options so that children can sample a good variety. Drinks are always available throughout the session and children learn about healthy eating in project work and general discussion. Lunchtimes are a social occasion where children eat with staff and enjoy conversation. Children also learn about the importance of regular physical exercise because it is included as part of the normal session. Children can also go to a local sports hall for soft play. Children learn to ride trikes and scooters and negotiate simple assault courses. Children learn to catch and throw, balance, hop and jump and they relish action songs and dances. Children's small motor development is fostered through activities such as threading and cutting. They also can use tiny objects like sequins and beads in craft activities which develop their hand-eye co-ordination.

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

The provision is good.

Children play in a bright and stimulating room which includes displays of the children's work as well as posters and friezes. Children have easy access to a good range of activities and can access further resources from trolleys and boxes. There are also pictures of stored equipment on the wall so that children can pinpoint to staff exactly what they want to play with. Staff ensure that all resources are clean and safe to play with and regularly supplement the equipment with new materials. However, natural materials and objects, including recycled and found objects, are reserved for particular activities rather than being developed as a normal feature of the learning

environment.

A robust risk assessment system ensures that children play in a safe environment. Outings within the community are well-managed to ensure children's safety outside the setting. Staff give simple explanations about why rules are in place so that children know how to keep themselves safe, such as tucking in chairs and walking rather than running. Regular fire drills ensure that children know what to do in an emergency. Staff are clear about their roles and responsibilities with regard to child protection. They regularly update their training and policies in line with good practice which safeguards children's interests.

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

The provision is good.

Children enjoy being in a caring environment which values their play and their independence. Children are welcomed into the setting by friendly staff and they quickly settle to play, choosing from a good range of activities. Children have their own named storage area in which to keep their things, helping them develop a good sense of belonging and ownership in the group. The routine is largely devoted to free play, so children have ample time to develop their play, and can concentrate and develop their skills. Children are busy, active and interested in what they do. They learn to be confident because staff value their contributions and ideas and children take an active role in story and group times.

### **Nursery Education**

The teaching and learning is good. Staff have created an interesting and stimulating learning environment both in and out of doors. They plan to ensure that there is always a good choice of activities and equipment, and they are on hand to support and extend children's play as necessary. Adult focussed activities are used to teach specific skills or to ensure children's understanding. In a craft activity for example, the member of staff talks with the children about the significance of different materials and methods in the Chinese lantern they are making. Staff have developed a system of noting their observations of children's achievements which are fed-back to the key-worker who regularly collates them on the profile format. This ensures that when they plan, staff are aware of the children's most recent progress and can tailor activities accordingly.

Children are skilled at developing their relationships with each other. They co-operate well and are friendly and caring. Children share, take turns and help with tasks such as tidying up or clearing the table at snack time. Children can take care of their personal needs and are happy to ask for help if they need it. Children develop good verbal skills and share their ideas about what they want to play, or chat about their experiences. Children enjoy story times and relish opportunities to take part; when using story sacks, for example. Children develop a love of books through visits to the library and make good use of a comfortable book corner. Children are confident writers and will recognise and attempt to write their names. They see a lot of print in the learning environment, including in role play and out of doors. Children count up to ten frequently in their play and learn to count higher numbers when helping to check

the numbers of children in groups and at snack time. They can do simple calculations and learn about space, shape and weight through practical activities. Children have easy access to a good range of mathematical equipment and use mathematical language to compare height and size.

Children enjoy opportunities to use their senses when exploring a range of different materials. They learn to take care of animals in projects about pets, and also grow plants and herbs in the garden area. Children go on frequent outings in the local community and have numerous visitors such as a dentist or pet-owner, ensuring that they learn about how their community works. They can use a computer and other types of technology independently within the setting. Children have a range of opportunities to be creative. A musician attends regularly and children also play and sing with great enjoyment. They have daily opportunities to paint and develop good role play scenarios, including dressing-up. Some craft activities however are object-focussed which means that children do not get a chance to fully explore and experiment with the materials available.

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

The provision is good.

Children learn about other cultures through activities and themed weeks. These may include craft activities, eating different foods or taking part in festivals and celebrations such as Chinese New Year. The designated member of staff for equal opportunities ensures that children have an authentic experience by having relevant factual books on hand to show the children the meaning of what they are doing, and children are very interested as a result. There are sufficient resources to reflect a diverse culture and staff are working to develop them further. There are good systems in place to support children with special needs. The designated staff keep up-to-date with their training in this area and liaise with other professionals wherever necessary. They build good relationships with parents to ensure that all children receive consistent care.

Children's behaviour is good. Staff explain the rules in positive language so that children know what is expected of them. Children learn to manage their own behaviour and benefit from praise and encouragement. Staff are consistent, firm and calm, which helps children to know the boundaries and have good self-esteem.

Children's spiritual, moral, social and cultural development is fostered. Children learn about their community and the wider world in an atmosphere of interest and curiosity. They learn to care for each other and to understand that all living things have needs which should be met. Children know the difference between right and wrong and can manage their own behaviour well.

The partnership with parents is good. Parents value the fact that they are welcome to be involved at whatever level they choose. Parents can join the committee which manages the group and can attend as a volunteer in the setting. They receive good quality information about the activities and the notice board details staff qualifications as well as all policies and procedures. Parents know that they can meet with their child's key-worker at any time and there are termly interviews where the child's

progress is looked at in more detail. A helpful parent-pack and regular newsletters ensure that parents are well-informed.

## **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides. The room is organised to ensure that children are well supervised at all times. Staff:child ratios are regularly surpassed and there is a good proportion of qualified staff in the team. There is a robust recruitment and induction process and staff have a good understanding of their roles and responsibilities. All the required policies and procedures are in place and records are kept secure and confidential. The register is always an accurate reflection of the children and staff present and there is a visitors book. There are good procedures in place to ensure that no unvetted adults gain access to the group.

The leadership and management is good. The committee meet regularly and work closely with the manager to ensure that the operational plan is reviewed and maintained in line with best practice. The manager works alongside staff in all areas of the setting and works directly with children. The staff team communicates well, meaning that part-time workers are always kept abreast of the children's progress. Staff receive regular appraisals which support their training and development needs. All staff contribute to the monitoring and evaluation of the nursery and any ideas for improvement are valued by the team.

## **Improvements since the last inspection**

There were five recommendations made under the last care inspection. The manager implemented a rigorous action plan to ensure they were met. The group had a thorough review of its practices to see where children could be more independent and made a range of changes so that children's choices were improved, their access to equipment was improved and the need for adult help was reduced. This has enabled children to wash their hands independently and have more choice at snack time. The group also updated their records to ensure that they met the regulations which safeguards children's interests.

The group took a similarly rigorous approach to the recommendations made under nursery education which related to the implementation of the Foundation Stage. With more staff training and qualifying, the group could share ideas about the planning and recording of children's achievements. This has led to the design of a system which ensures that planning is based on the child's particular stage of development. The routine has also been organised to ensure that children's group times are kept to an appropriate time limit, ensuring their interest and confidence.

## **Complaints since the last inspection**

There have been no complaints received since the last inspection.

The provider is required to keep a record of any complaints made by parents, which parents may see on request. This 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 nursery education are good.

## **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):

- increase the natural materials and household resources available for play

### **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 that children have opportunity to fully explore creative play alongside adult-focussed activities.

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