



Clenchwarton Playgroup

Inspection report for early years provision

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| Unique Reference Number | 254024 |
| Inspection date | 05 December 2005 |
| Inspector | Sally Ann Hubbard |
| Setting Address | Memorial Hall, Blackhorse Road,Clenchwarton, KING'S LYNN, Norfolk, PE34 4DN |
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| Registered person | Clenchwarton 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?

Clenchwarton Playgroup is managed by a voluntary management committee, made up of parents and carers of children attending the playgroup. It opened in 1968 and operates from one room in the village hall in Clenchwarton, which is near to the town of King's Lynn. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open each weekday from 09.30 until 12.00 and on Monday, Tuesday, Wednesday and some Thursday afternoons from 12.30 until 15.00.

Children have access to fully enclosed outdoor play area.

There are currently 39 children from 2 to 5 years on roll. Of these 27 receive funding for nursery education. Children attend from the local area. The playgroup supports children with special educational needs and who have English as an additional language, although there are none attending at present.

The pre-school employs six staff. Five are appropriately qualified and one is currently attending NVQ training. Support is received from the Early Years and Childcare Development Partnership link teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health and well being is appropriately promoted because detailed information is obtained when they first attend the group and staff take great care to find out about children's individual needs. Staff generally promote and implement good hygiene procedures, such as wiping tables before snack and cleaning the sinks during the session and children are always encouraged to wash their hands before eating and after toileting. However they are not learning why they need to wash their hands and about keeping healthy as no discussions take place.

Children's well-being is safeguarded and their medical needs are suitably tended to because staff are trained in first aid, enabling them to respond to accidents appropriately. Children are protected from risk of infection because if they have a contagious illness they are not allowed to attend.

Children enjoy nutritious snacks and meals as they have different fruits and breadsticks for their snack with a choice of milk or water to drink. However they are not learning about healthy eating as staff do not talk to them about their snack and why it is healthy to eat fruit. Children can have a drink when they are thirsty as they independently access fresh drinking water from the dispenser. Children with allergies have their needs appropriately met because staff ask for clear information about individual dietary needs and this is shared between all staff.

Children enjoy regular opportunities to have physical play both inside and out. They are developing good physical skills, co-ordination and awareness of space and benefit from a wide range of planned physical activities. Children choose when they want to go outside and enjoy playing with the ride on trikes and scooters, with additional resources such as traffic lights, petrol pump and car cleaning materials, enabling them to extend their play. They get their own coats and know to put them on before going outside as staff explain that it is cold. Indoors they use a variety of tools and resources, such as rollers and cutters, scissors, using the computer and mark making resources, these all help them develop their physical skills. Children also enjoy being involved in action songs and rhymes, taking part enthusiastically.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children arrive to very well prepared, safe and welcoming premises. Staff get out activities and resources and check the premises for safety before the children come. Children independently and safely access appropriate toilet facilities and suitable nappy changing facilities are available if needed.

Equipment is stored appropriately and safely in outdoor sheds which children cannot access, staff bring equipment in before children arrive and clear it away when children have gone home ensuring children are not at risk. Children freely access a sufficient, suitable and safe range of toys and resources making their own choices throughout the session.

Children's safety is very well promoted because staff complete daily safety checks on the premises and all furniture and equipment as it is being put out. Very thorough security procedures ensure children are collected by a known adult and the premises are always kept secure during sessions. Children are well supervised at all times, staff are vigilant and aware of what children are doing in all areas of the room to further promote their safety. They play safely in the outdoor area as staff maintain this area well and erect a secure fence to prevent children leaving the outdoor area while still enabling them to move freely between outdoors and indoors.

Children are appropriately protected from risk of harm because all staff are aware of the child protection procedures, they have completed training, know about the signs and symptoms of abuse and how to report any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident, independent and developing their self-esteem, they enjoy a good range and balance of planned activities that help them develop and make progress in all areas. Children arrive very confidently, are extremely well settled and immediately start playing and get involved in the activities. They are enjoying themselves and move around the room freely choosing what they want to do. They are listened to and well supported by all staff as they play.

Children have first hand experiences to develop curiosity as learners, staff frequently ask them questions to make them think about what they are doing or what is happening with an activity, such as when making fingerprint robins children are encouraged to talk about how the paint feels on their hands and they respond with "cold, wet" and they are provided with real pictures of robins to look at and discuss. Children move between the activities and staff help them to extend and develop their play, intervening when appropriate, or leaving children to explore and work things out for themselves, such as when using the computer or completing maths puzzles.

Children are building very positive relationships with each other and staff, they relate very well to their peers and they play well together using their imaginations, for

example, two children are totally absorbed while playing with the small world house, they make the dolls move around the house and talk to each other. Other children dress up and pretend to be Father Christmas delivering presents they have been wrapping.

Staff listen to and value what children say, they talk to them and have high expectations of what they can achieve. Children are encouraged to think about the activities and develop them such as with the train track as the member of staff asks the child to think about what would happen if he didn't connect the track and asks him to show her how the track fits together.

Staff are beginning to use 'birth to three matters' framework to help them identify progress for the under threes. They make observations of children and put these in the appropriate aspect. Spontaneous observations are made and photographs taken to include in children's records enabling staff to show parents how their children are progressing.

NURSERY EDUCATION

The quality of teaching is good. Children benefit from good teaching because the experienced staff have a very good knowledge and understanding of the Curriculum Guidance for the foundation stage, they are all aware where activities link to this and clearly know what they want children to learn. Staff all contribute towards planning a curriculum to promote progress towards the early learning goals and inclusion of all children. They ensure the plans cover all the areas of learning.

Staff challenge children and expect the most from them as they sit and help them with activities. Children are effectively questioned to make them think about how they are going to achieve what they want to do, for example, a member of staff asks a child how she is going to make a snowman out of play dough and the child responds "I'm going to make a ball" and carries on to complete her snowman without help.

Children are well supported and staff are sensitive to individual children's needs. They carefully watch and are aware of what is going on in the whole room which allows them to ensure all children are purposefully involved in play throughout the session. Children are provided with excellent role models for behaviour they are given constant praise and encouragement. Children are given appropriate explanations and staff get down to their physical level and maintain eye contact to make sure children understand what they are saying. Staff make the learning environment very attractive and inviting to children, they make full use of the room and all available space to provide a good range of activities, and resources are well prepared and set out.

Staff are beginning to use assessments of children's progress to guide, plan and teach. They each have key children and make observations of these children taking part in activities. They have a very clear system for recording children's progress along the stepping stones enabling staff to clearly identify what stage children are at and the next steps for them. However these next steps are not yet fully incorporated into the planning system and as a result some children may not make the best possible progress.

Children's learning is effective because they are very confident and well settled and straight away go to play with toys and activities when they arrive. They have secure relationships with each other and play together in small groups showing high levels of involvement.

Children enjoy using the materials available on the writing table and use these well such as the hole punch, pencil sharpeners and pencils and crayons. They draw representational pictures and have good pencil control skills. Some write their own names forming the letters correctly and learn about letter sounds with good support from staff members. Children use language effectively to communicate with their peers and adults. They use recall very well to talk about things they have done, for example, one child talks about his trip to the beach and another about going on a bus journey. They thoroughly enjoy singing the rhyming and Christmas songs at circle time and all join in enthusiastically.

Children learn about number and simple calculations through everyday activities, such as, completing the advent calendar by taking numbers off to get to the correct date and counting while doing the sorting activity. Children demonstrate they can link numbers to objects, for example, a child knows the number 5 and counts 5 people in the boat. They learn about and discuss shapes and size during activities and also look at quantity and volume during water play. They show clear understanding of size as a child picks out which is the tallest and smallest piece in his number and size puzzle.

Children use different materials with skill, such as tape, glue and straw as they help construct the stable for the nativity scene, they have a lot of discussion with staff while they do this and their ideas are listened to and encouraged. They have very good resources to use that help them learn about information and communication technology as they use calculators, old cameras to take pretend pictures, phones, toys that switch on and off and they use the computer with the special mouse attachment skilfully. They learn about other cultures and religions as they look at some different festivals, most recently thanksgiving and are currently learning about Christmas. Staff carefully spend time talking to children about the nativity story and looking at the figures on display to help their understanding of this festival.

Children explore and investigate different media; they have water, dough, paint and glue. They respond very well to the activity where they draw on paper according to the type of music they are listening to, this is helping with their listening skills and helping them to learn about slow, fast and other movements, one child says her pencil is 'skipping across the paper'. They use their imaginations well while playing, several dress up as father Christmas and pretend to deliver the presents they have been wrapping up during the morning. They use their senses to describe the smell of the cloves and oranges as they make pomanders.

Helping children make a positive contribution

The provision is good.

Children have very good relations with each other and adults in the playgroup. Children are all treated with equal concern because staff enable them to play freely

with any of the resources, they are treated fairly and encouraged to share equipment. Suitable displays and resources are used appropriately to support children's learning and these positively reflect our society, for example, there are figures in the play house with disabilities, large wheelchairs with dolls, books and posters showing different cultures and languages. Children's spiritual, moral, social and cultural development is fostered.

Appropriate policies, procedures and processes are in place that staff would implement to ensure they meet the needs of any children with special educational needs (SEN). Staff are suitably trained and they understand and can implement the code of practice. Staff have very good relationships with parents and encourage regular information sharing to enable all children to achieve well. The flexible settling in procedure welcomes both parents and children to the playgroup and enables them to be happy and confident.

Children are learning to manage their own behaviour, they behave very well and clearly understand how to behave and know the rules of the playgroup. They are polite to others and show care and respect because staff provide them with very good role models. Children are constantly given praise and staff use positive strategies to manage their behaviour appropriately. One instance of inappropriate behaviour is dealt with in a sensitive and positive manner as when a child uses the weighing scales to catapult things across the room a staff member quietly shows him what the scales should be used for, demonstrating this patiently until he shows that he understands by repeating what she does.

The partnership with parents is good, they are provided with detailed, good quality information about the setting and its provision, which contains well written details about the curriculum. Parents are encouraged to share what they know about their children through daily information sharing with staff and separate opportunities to look at children's progress records. Although the planning is not displayed and readily available to parents they are encouraged to be involved with their children's learning as staff make them aware of what activities they are doing and invite them to contribute. They encourage parents to do things at home with their children that are related to the topics.

Organisation

The organisation is good.

The organisation of the setting ensures that children are well cared for and appropriately protected. They are not left alone with persons who have not been vetted as all staff have current checks in place and they ensure children are in their care at all times. The manager is appropriately qualified and experienced and manages the staff and session effectively providing a good range and balance of activities for all the children. Other staff are well deployed; they all have clear roles and are aware of their responsibilities throughout the session. The high adult child ratio enables children to get high levels of individual attention which increases their learning potential and progress.

Leadership and management is good. The playgroup is very well led; the manager

and all staff work exceptionally well together and all have individual responsibilities according to their expertise or preference. The manager has good processes in place to assess strengths and weakness and the group has a detailed self review in place, which is updated regularly to ensure it is current and effective.

The playgroup has effective processes for monitoring and evaluating the provision for nursery education as the manager regularly makes observations of staff. They discuss how sessions have gone, afterwards or when setting up in the morning, each activity is evaluated and the outcomes of the evaluation are implemented. Staff recognise that they can make improvements and want to provide the best care and education for the children they look after. Overall the range of children's needs are well met.

Improvements since the last inspection

At the last care inspection there were no areas for improvement identified. However at the last nursery education inspection the provider was asked to consider providing opportunities for children to use subtraction and access the book corner independently. Children are learning how to make simple calculations as they are introduced to subtraction in many of their everyday activities, such as, songs, puzzles and use of the advent calendar and they freely access the attractive and inviting book area throughout each session.

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

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 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):

- think about helping children to learn about why good hygiene is important and why the food they are eating is healthy and nutritious for them.

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 the system for incorporating the identified next steps for children's learning into the planning
- think about making the planning more readily available for 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