



Kyson Playgroup

Inspection report for early years provision

Unique Reference Number	251546
Inspection date	30 January 2006
Inspector	Moira Oliver
Setting Address	2 Newnham Avenue, Woodbridge, Suffolk, IP12 4EN
Telephone number	01394 610114
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Registered person	Kyson Playgroup
Type of inspection	Integrated
Type of care	Sessional care, Out of School 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?

Kyson Playgroup opened in 1974. It operates from a portacabin consisting of one main playroom with adjoining kitchen, office and cloakroom areas. The playgroup is situated adjacent to Kyson Primary School grounds, in the market town of Woodbridge, and serves the local community.

A maximum of 16 children may attend the playgroup at any one time. The playgroup is open each weekday during term time from 09:15 to 11:45 and on Wednesday and

Friday, afternoon sessions are provided from 12:45 to 14:45 for the younger children. On a Thursday afternoon a music session is available to all children which runs from 12:45 to 14:45. During school holidays they run a holiday club for children aged from three years to eleven years of age. They are registered for 24 children and the amount on role varies from holiday to holiday. It is open every day during school holidays from 08:00 until 18:00. All children share access to a secure enclosed outdoor play area.

There are currently 28 children from 2 to 5 years on roll in the playgroup. Of these 15 children receive funding for nursery education. The playgroup and holiday club supports children with special educational needs and children who speak English as an additional language

The playgroup employs five part-time staff. The leader and the deputy hold appropriate early years qualifications and three staff are working towards a recognised early year's qualification. The playgroup receives support from the Local Authority and is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff follow current and appropriate health and hygiene policies and procedures. Food is prepared and stored appropriately by those staff who are qualified to handle food. The building is cleaned after every session helping to prevent the spread of infection and nappy changing and toileting routines are good.

Children understand simple good health and hygiene practices, they routinely wash their hands before snack and after visiting the toilet. The children understand the importance of washing their hands and most manage independently.

Children are nourished with a wide variety of healthy snacks, they enjoy a range of fruit such as grapes, pears, mandarin oranges, apples, bananas and dried fruits. Parents and children can see the snack menu which is displayed at the beginning of each session. Drinks are provided at snack time and the group are introducing a jug of water and cups which will be available throughout the sessions to enable children to access drinks independently.

Children have their dietary needs met because staff work with parents discussing and recording allergies, intolerances and preferences before the child starts.

Children enjoy physical activity as they play with the wide range of resources outside. They practise climbing, pedalling, balancing, sliding, crawling, pushing, pulling and scooting. Children kick footballs to each other with increasing accuracy and are beginning to learn how to catch. Some children are able to pedal a toy tractor and steer with accuracy and skill along the path. Children enthusiastically help carry boxes and bikes at tidy up time, negotiating around others and furniture in the room

when carrying large items such as an inflatable jungle mat. They have opportunities to practice fine motor skills as they use paint brushes, scissors and pencils and cut and roll play-dough to make shapes.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for by staff who are vetted and experienced, in a welcoming, safe and secure indoor and outdoor environment. The room is bright and light and set out invitingly with a stimulating range of activities. The premises are secure and arrival and departure is monitored ensuring children do not leave unattended.

The children are safe because staff are vigilant and carry out risk assessments on the premises daily and have all relevant policies and procedures in place. For example, the kitchen has a locked stable door to ensure that unsupervised children do not have access, evacuation procedures are known by all staff and children and practiced regularly.

Children use suitable, accessible equipment appropriate to their ages and abilities. All equipment is checked and any found broken is repaired or thrown away. The outdoor equipment is in good condition and fixed to the ground where necessary. The ride-on toys are stored in a shed to prevent them from deteriorating due to weathering.

Children learn to keep themselves safe as they take part in everyday discussions as situations arise. For example, staff speak to the children calmly about being kind to each other when one got hurt and they advise children to keep their feet on the floor at the sand tray so that it does not tip and cause injury.

Children are protected because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary.

Helping children achieve well and enjoy what they do

The provision is good.

Children develop confidence and self-esteem as they choose their play from the wide range of resources available. They are interested in the activities they choose, persevering with tasks such making a puzzle, until it is completed.

Children use initiative as they decide to take the 'cut-out' fish to the easel to paint before applying the glitter, when taking part in a planned art activity. They are proud of their results and show their work off to others.

Children, aged under three years, enjoy a stimulating program of age appropriate activities. They explore their environment moving freely between the activities. They explore sound and rhythm as they excitably dance and beat the drums and tambourines to the music. Some children were able to keep the beat with the music and sang along when they heard their favourite songs. Children enjoy the texture of

the glue as it drips from their spatulas and they shake the glitter with enthusiasm piling it on to their pictures. They explore the sand and water and experiment mixing it by taking handfuls of sand to the water. Children are learning to communicate with each other and the staff, they chat happily in the home corner as they pretend to go shopping.

Staff have a sound understanding of child development and provide this younger age group with the time and resources to explore freely. Children get involved at story time because the staff use large books, prompts, such as puppets, and keep the stories short fostering their love for books and stories at an early age. Staff are developing observation sheets around the 'Birth to three matters' framework, to help them record children's achievements and plan future sessions.

Nursery Education.

The quality of teaching and learning is good and children are making good progress towards the early learning goals. The staff have a sound knowledge of the Curriculum guidance for the foundation stage and plan and assess children using the stepping stones. Staff support the children in their play, chatting to them and playing with them, encouraging them and extending their skills and knowledge. Children are involved in the activities, they offer comments and ask questions. The staff know the children and families well and are caring and sensitive to the children's needs. Staff plan using long, medium and short-term planning. Staff complete sheets to evaluate the activities, however, the learning intentions are not clear on the daily plans. Staff have developed strong links with the local primary school, the children have opportunities to visit and become familiar with the building and the teachers securing a smooth transition.

Children are beginning to form letters, staff support them to hold their pencils and form letters correctly. They have opportunities to write and draw and can access a range of resources, however, opportunities to write for a purpose are not encouraged with resources in role-play. Children delight in a story, they listen to it on a cassette whilst staff use prompts, such as a book and puppets, the children are actively involved offering comments and asking questions. Children chat freely to each other and the staff during their play, extending and practising their language skills.

Children enjoy counting in groups and individually, they count the children present and the bricks in a tower. Some children are able to use a number line and point out the numbers '1' and '0' to make a '10'. Children and staff use mathematical language as they discuss the height, shape and size of the buildings they make with blocks. Children are beginning to compare, for example, a child held up two bricks and knew they were the same shape, size and colour.

Children help to give out the cups at snack time and remind their peers to say 'thank you'. Children have lots of opportunities to choose as they access toys from the wide range of resources available. They enthusiastically tidy away the toys carrying boxes and putting them into the storage units. Some children are very capable and confidently take off their coats and boots and put them away after outdoor play. However, staff help all the children into their coats and boots regardless of their abilities and they were not encouraged to try this independently.

Children learn about the wider world as they take part in a range of festivals and celebrations throughout the year. They dance around the field, dressed up in a dragon costume they made, to celebrate Chinese New Year. Children learn how to care for animals through well planned topics on pets, they had opportunities to touch and hold pets as they were brought into the playgroup. Children use a computer and have access to electronic toys such as tills, they are able to make them work and are becoming skilled with the mouse.

Children have opportunities to be creative with paint as they explore colours on the easel. They are absorbed in a game in the role play area as they dress up and go off to 'work' with their basket of food for lunch. Children enjoy singing simple songs to themselves and have rich and stimulating opportunities during well planned music sessions to develop their musical creativity with a range of music, instruments, dance and drama.

Helping children make a positive contribution

The provision is good.

Children feel a sense of belonging, each child is greeted when they arrive and any new adults are introduced to them. They enjoy each other's company chatting at snack time and sharing books and stories. Staff are caring toward the children and give cuddles when their parents leave helping them to feel secure and settle more easily. Children, even the very young ones, settle extremely well. Staff work with parents who are able to stay with their child if they wish. Children are spoken to with affection and supported in their choice of play. Children laugh and chuckle as staff encourage their sense of humour, kidding the children that they have slugs and snails for snack.

Children understand responsible behaviour as they tidy up their environment, they carry boxes of toys and know which storage units they belong in. Children support each other as they ask if they can help to carry a large inflatable mat which a child was struggling with.

Children are becoming aware of their own needs and those of others. For example, when a child gets hurt or is upset, staff speak to all the children involved, ensuring that they sensitively support them all.

Children are becoming aware of a wider society and the needs of others. For example, an adult attends every week to teach the children sign language, they are learning to sign 'thank you' and simple songs like 'happy birthday'. Children who speak English as an additional language are supported by working very closely with the parents who are able to attend with their child. Children understand the routine and confidently begin to contribute and become involved in the setting.

Partnership with parents and carers is good.

Staff provide them with a wealth of information about the group and the Foundation Stage both verbally and in writing. A clearly written prospectus is supplied to all families and there is a notice board for parents in the cloakroom. Parents find the

staff very approachable and friendly and share information regularly. They are invited to attend sessions and are comfortable and relaxed in the setting. They contribute to the children's learning by getting involved. Parents are invited to information evenings where they have opportunities to look through their child's folder and their records and discuss their child's progress. Parents receive regular news letters and are asked for their feedback with questionnaires and a comments book which is in the cloakroom area.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Recruitment and vetting procedures ensure children are well protected and cared for. Staff have a sound understanding of child development and provide exciting, age appropriate activities for all the children. They have a high regard for the well-being of the children and support them throughout the session working closely with them, chatting and listening to them. They ensure that the environment is safe and the children stay healthy ensuring the equipment and premises are maintained and clean.

The staff work well as a team, they plan together sharing ideas. Staff enjoy the support of colleagues as they begin their training together, they are keen to develop the new planning as a group. They work closely with the advisory teacher from the local education authority and have built a trusting relationship.

Policies and procedures are known by all staff and work in practice, not all have been up-dated to reflect changes in staff and other professional's roles. The group are aware of new legislation and have a complaints log in place. All relevant paperwork including the children's records are in place to ensure staff can provide appropriate care and learning for all children.

Leadership and management is good.

The committee are very supportive, they listen to the staff and carry out requests such as sorting out the office to make room for a desk and sourcing a new computer for the children. Fundraising is ongoing and has proved very effective enabling the group to purchase new equipment. The committee support the staff in their professional development, they encourage training, providing opportunities and funding. Appraisals are carried out for every member of staff which include very positive, empowering comments. Regular committee meetings are held, they invite the play leader and minutes are taken. The committee monitor and evaluate the setting by working closely with the staff and being involved in the daily running. They are able to identify strengths and weaknesses of the provision and have plans to develop by improving the building.

Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the group was asked to consider the presentation and accessibility of the resources. They now have low storage units with boxes on which children can access freely.

Staff were asked to ensure children had access to fresh drinking water at all times, this had been overlooked, however, a jug of water and cups have now been introduced to enable children to access water independently throughout the session.

They were asked to ensure good hygiene practices were maintained. Children routinely wash their hands after visiting the toilet and before snack. Nappy changing routines are very good and there are plans to develop this area further with the building of new toilets to include a nappy changing area.

They were asked to ensure a risk assessment was checked against a detailed list and signed. This is printed and displayed on the wall, staff check it before every session and sign in the register that it has been carried out. It is up-dated yearly, or before, if they purchase new equipment.

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):

- ensure policies and procedures are up-to-date to reflect changes in staff and other professional's roles.

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):

- offer more opportunities for children to practice self help skills and to become independent
- develop planning to clearly include the learning intentions of the activities to ensure consistency.

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