



Wallbridge Playgroup

Inspection report for early years provision

Unique Reference Number EY302208

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Inspector Valerie Thomas

Setting Address Woodcroft County First School, Wallbridge Drive, Leek,
Staffordshire, ST13 8JG

Telephone number 07913526356

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Registered person Wallbridge 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?

Wallbridge Playgroup is one of two settings that are run by the same committee. It opened in 1975 and has expanded, opening this setting in 2005. The group operates from one room within Woodcroft County First School. It is situated in a residential area, on the outskirts of Leek town centre in Staffordshire. A maximum of 24 children may attend the playgroup at any one time. It is open each weekday from 09.15 to 11.45 and from 12.45 to 15.15 during school term times. There is a secure enclosed

outdoor play area available.

There are currently 28 children aged from 3 to under 5 years on roll. Of these all children receive funding for nursery education. Children come from the local and surrounding areas.

There are seven staff who work with the children. Six of the staff including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn the importance of good personal hygiene through well planned routines. They know that they need to wash their hands after using the toilet as they have germs on them and staff remind children to ensure their hands are clean before decorating their biscuits. Clear procedures for sick and infectious children help prevent the spread of infection. This keeps children healthy. Accident and medication systems are fully understood and all records are accurate and up to date. However, written consent to seek emergency medical advice or treatment has not been obtained. Consequently, children's needs will not be fully met if a medical emergency arose.

Children benefit from a healthy and nutritional diet. They have access to a drinking fountain where they can help themselves and drinks are available at snack time. Children are given healthy choices for their snacks. Most enjoy eating apples, bananas and carrots and staff help children understand that milk is good for them. This helps children develop a positive approach to healthy eating.

Children enjoy satisfactory opportunities for physical exercise and regularly go outside during each session. The planned activities help children to develop most physical skills and staff show good awareness when children need to rest if they get breathless. This encourages a positive attitude towards a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming and well organised environment where most risks to children are limited through satisfactory safety and security procedures. Staff monitor access to the group at all times and precautions are taken to ensure the outdoor areas are safe and secure. Fire evacuation procedures are fully understood by staff and are practised with the children. Most children know that they need to line up, go outside and walk to the playground if there is a fire drill. Risk assessments are completed regularly and daily safety checks are made. The radiators have been identified as a safety hazard although they have not been made safe. This compromises children's safety.

Children use a satisfactory range of safe good quality resources most of which are easily accessible. Staff set clear boundaries for children to ensure their safety and explain why they are put in place. Children know that they should not run as they may hurt someone else and that they need to pick toys up off the floor as they may trip. This encourages children to take responsibility for keeping themselves safe.

Children are well protected by staff that have a clear understanding of child protection issues and understand the correct procedures to follow. Many staff have received training in child protection which ensures that they fully understand their responsibilities in protecting children from harm.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are confident in the setting's welcoming and caring environment. They have positive relationships with staff and receive comfort and attention when they need support. They play well together and are very caring towards each other. Children show much interest as they play with the garage and cars and decorate their biscuits with icing. Children's language and communication skills are promoted well by staff through constant conversation about their experiences at home and encouragement to explain what they are doing. Consequently, children are able to answer questions and express their needs confidently. There is a suitable range of resources to promote imaginative play and children play together well in groups with the garage, dolls house and farm. As a result children's social skills are developing well. Accessibility to toys is good and children are able to make their own choices.

Systems are in place to record progress and staff make regular observations of children as they play and take part in activities. However, the information gathered has not been used effectively to demonstrate how they are progressing.

Nursery education.

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the Foundation Stage and a suitable understanding of how young children learn and progress. Planning links clearly to the stepping stones and includes sufficient detail to allow all staff to deliver the programme but does not differentiate for the different abilities of children. In addition, planning does not cover all areas in physical and creative development. Staff use suitable methods to maintain children's interest, sitting with them, asking questions and extending their play in most areas. They help raise children's awareness of the community and the wider world appropriately. However, challenges for children in areas of mathematics and creative play are not always sufficient. The system for assessing children's progress is not robust. Although regular observations are made the information is not used to assess how children are progressing towards the early learning goals. Records are available for this but have not been completed. Consequently, this hinders staff's understanding of when children's learning needs to be extended. Behaviour is well managed and this results in a calm and caring environment for children. The room is well organised and offers a stimulating environment with a satisfactory range of accessible resources to promote children's learning in most areas.

Children are interested and eager to take part in activities. They show good concentration as they build with the construction set and paint their pictures. Children behave well responding positively to the boundaries set and help each other to tidy away. Their self help skills are good, putting on their own coats to go outside and putting on aprons to paint their picture. Children's language skills are good. Most speak clearly and confidently, sharing their experiences and explaining why they think the picture is cold. Children link sounds to letters well and most know what letter their name begins with. They know 'M' is for Monday and 'N' is for November. Opportunities for children to use pencils and crayons are available and staff give good support to help children write the letters of their name as they label their pictures.

Children understand and use numbers well. They count up to ten confidently and are able to match number to object as they count the wheels on the truck. Most children recognise numbers as they find out what date it is and know that 1 and 4 together say 14. However, more able children do not often develop problem solving skills such as, finding out how many more chairs are needed at snack time or comparing sets of objects as they play with the compare bears. Children demonstrate that they understand size and shape well. They know which bear is big and which is little and are able to name basic shapes as they make their picture of a pig. They know that the oval shape for the body is like an egg. Opportunities for children to develop their exploration and investigation skills are varied. They learn about change when mixing the icing sugar to decorate the pig biscuits and watch how the white icing goes pink when food colouring is added. They know how to operate simple equipment pressing the green button to make the duck move around in circles and know which button makes it move backwards and forwards.

Children develop their fine manipulative skills well. They use one-handed tools competently and show good control as they paint their pictures, write their name and cut out shapes. Children play outside regularly with balls and hoops and have lots of fun with the parachute bending and stretching. However, they do not use wheeled toys or climbing equipment very often. This limits the development of children's large physical skills. Children have some opportunities to explore different textures, such as sand and play dough but do not play with water on a regular basis. Children are confident in naming colours and many know how to make secondary colours. They know that red and white mixed together makes pink and bring many objects in for the colour display. Children express themselves freely through art and have looked at different styles, such as Willow patterned plates and Van Gogh's 'Sunflowers' picture. Children join in with songs well but opportunities to listen to the sounds of instruments are limited. Children develop their imagination as they play in the home corner and with the farm. However, they are not always encouraged to develop their imagination in stories.

Helping children make a positive contribution

The provision is good.

Children enjoy positive relationships with the staff and with each other. All children are valued and respected as individuals. Their confidence and self-esteem is

developed well by staff with use of praise and encouragement during their play throughout the session. There is a varied range of resources to raise children's awareness of diversity and various festivals are celebrated, such as 'Diwali'. This helps children to develop their knowledge of the wider world and their understanding of others. The setting's policies promote inclusion for all and there is good support for children with special needs.

Children behave well and respond positively to boundaries set by staff. They take turns and share, help each other to tidy away and show care and concern for others. Older children help younger ones to dry their hands and fasten their coats. They know that if they hurt someone they need to tell them they are sorry. This positive approach fosters children's spiritual, moral, social and cultural development.

All children benefit from the positive partnership staff have developed with parents. Children settle well because the staff work closely with parents to ensure their child's needs are met. They are made aware of how the setting operates through discussion and parent information packs. There is a comprehensive complaints procedure in place which is shared with parents. Children's individual needs and routines are discussed and recorded with parents. This helps children to settle quickly and enables staff to fully meet the child's needs. The partnership with parents and carers of children who receive nursery education is good. Information on the educational programme is displayed inside the room and regular news letters are sent home with ideas for parents to help their child progress. 'Stay and Play' sessions are held in the setting where parents are invited to come and join in with their child's play and story sacks are available for children to take home. Children regularly bring objects from home linked to the topic with many bringing pink items for the colour display. This enables parents to be involved and enhance their own child's learning. This helps children progress and enables them to make a positive contribution.

Organisation

The organisation is satisfactory.

There is a high level of qualified staff who work with the children and many additional training courses have been attended. This helps to broaden children's experiences and contributes to the quality of care provided. Induction systems are effective and staff work well together. However, due to recent changes in legislation current recruitment procedures are not rigorous enough to fully safeguard children's welfare if new staff are appointed. Although staff have a clear understanding of what to do if there is a lost child, they have not met the Children Act Regulation by providing a written statement for the procedures to be followed. This compromises children's safety.

The leadership and management of the setting are satisfactory. Appropriate guidance is given by the management to ensure that staff are clear in their roles and the appraisal and supervision system implemented monitors staff performance. Monitoring of the education programme provided takes place however, this has not been rigorous enough to identify where improvements are needed. Overall, the provision meets the needs of the range of children who attend.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

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.

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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):

- obtain written consent from parents to seek emergency medical advice or treatment for their children
- ensure there is a written statement on the procedures to follow in the event of a child being lost
- improve safety by ensuring radiators do not pose a hazard to children
- improve organisation of the setting by ensuring vetting and recruitment procedures are rigorous and safeguard the welfare of children.

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):

- plan more effectively to ensure that children have regular access to climbing equipment, wheeled toys, musical instruments and water play
- provide sufficient challenge for children so that they can develop problem solving skills and their imagination in stories

- improve assessment procedures to ensure they are rigorous and use the information gathered to plan individual learning targets for children.

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