



## Whizz Kidds Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	254676
<b>Inspection date</b>	07 December 2005
<b>Inspector</b>	Diana Pidgeon
<b>Setting Address</b>	Bells Lane Community Centre, Amesbury Circus, Nottingham, Nottinghamshire, NG8 6DD
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<b>Registered person</b>	Cinder Hill Community Association
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 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?

Whizz Kids Playgroup is a committee run group that opened in 1993. It operates from a large room within the Bells Lane Community Centre in the Cinderhill area of Nottingham. The community centre is situated within a residential estate and the play group mainly serves families from the local area. The group opens Monday to Friday, during school term time. Sessions include a lunch club, from 11:35 to 13:00, followed by the playgroup from 13:00 to 15:30 hours.

A maximum of 20 children may attend the group at any one time. There are currently 11 children aged from 3 years to under 5 years on roll. Of these 5 receive funding for nursery education. The playgroup employs 3 members of staff, 2 of whom hold appropriate early years qualifications. The setting receives the support of advisory teachers from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's good health is effectively 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 and staff provide good role models as they wash their hands before snack time and lunch. 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. Injuries to children are appropriately treated by a qualified first aider.

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 a variety of fruits and vegetables, such as apples, carrots and oranges. Parents provide children with lunch boxes and staff ensure the contents of these are stored and served appropriately. Children enjoy eating their lunches together in a sociable way.

Children enjoy well-planned daily physical activities. They enjoy walking across balance beams, jumping over stepping stones and negotiating the climbing frame. 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 bats and balls, which helps to develop their co-ordination. However, planned activities do not always challenge the most able children sufficiently.

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

The provision is good.

Children are cared for in a welcoming, safe and secure environment. They access a good range of suitable activities which are clean, safe and attractively presented. There are some opportunities for children to self-select additional items to extend their play, for example they fetch magnifying glasses from the stacking drawers, which promotes their independence.

Children stay safe because staff are vigilant in their supervision of the children and minimise any hazards by carrying out daily checks on the areas used. Effective procedures are in place to keep the premises secure and to monitor the safe arrival and departure of children. They begin to learn about keeping themselves safe as

staff take every opportunity to remind them about the consequences of certain actions, such as swinging back on chairs or running indoors. They know how to evacuate the building in an emergency because this is practised regularly.

Children's welfare is safe-guarded as the staff are clearly aware of their responsibilities towards protecting children from possible abuse or neglect. They demonstrate a sound understanding of their individual responsibilities and the appropriate procedures to follow if they have concerns.

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

The provision is satisfactory.

Children are happy and confident within the setting and enjoy their time in the group. They make positive relationships with the staff and one another, for example sitting with friends to eat their lunch or sharing a book with staff. Daily routines allow children time to make choices within their play and to participate in group activities such as singing time. This promotes their confidence and independence.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff have a sound understanding of the Foundation Stage, which enables them to plan a suitable range of activities that help children make progress in all areas of learning. Good emphasis is placed on free-play, which allows children to make choices from the planned activities, thus fostering their enjoyment and interest. Children's achievements are regularly assessed, but as yet are not sufficiently linked to the stepping stones to clearly identify their next steps in learning. Consequently, some activities provide insufficient challenge for more able children. Children's self-esteem is nurtured with lots of praise and encouragement. Staff spend their time working closely with the children and are beginning to develop their skills in relation to questioning children in a way to help them think. Generally suitable systems are in place to identify and support children with special educational needs, although staff have not yet attended relevant training.

Children are motivated and show positive attitudes towards learning. Some children are beginning to concentrate well on their chosen tasks, for example to complete a complicated model from recycled materials. They behave well throughout the session, showing an understanding of sharing toys and taking turns at activities. Their independence is developing as they wash and dry their own hands, put on aprons and pour drinks. Children's language is generally developing well so that they are able to speak with confidence in a small group. Additionally they learn to use signs and symbols which promotes their overall ability to communicate with others. Children begin to recognise their names and simple words that are relevant to them. They make marks within their play and attempt to write with a purpose, such as writing shopping lists in the role-play area. Children enjoy listening to stories in a group and show confidence and interest when looking at books alone. They hold books correctly, turning one page at a time, demonstrating that they understand how books work. Children count and use numbers confidently within their play. They recognise the numerals on a calculator and count how many children are present each session. Some children are beginning to perform simple calculations, such as

how many children will be present when one more arrives, although this is not effectively extended for the more able children.

Children are beginning to explore and find out about the world in which they live. For example, children eagerly examine a tray of leaves through magnifying glasses and talk about the variety of plastic insects they find hiding in the tray. They recall when they have seen real insects, so linking together different experiences. Most children show an interest in technology as they work the till and calculator in the role play shop or operate the computer independently. Through topic work children are beginning to recognise people in the community who help them and to learn to appreciate their own and other cultures. Children begin to use a range of small tools within play, such as cutting play dough with scissors and using a tape dispenser when making models from recycled materials. They explore a range of craft and malleable materials. They create pictures and models to support topic work and sometimes use their own ideas. Fewer opportunities are provided for older children to further develop their creativity for their own purposes. Children sing a wide repertoire of songs. They explore the sounds of instruments as they play. Children use their imagination when they play in the well-resourced shop and act out familiar stories using a good range of props to help them.

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

The provision is satisfactory.

Children are generally confident and settled in the setting. They enter the room happily and select their name card from the table and stick it on the wall to show they are present. Children behave well. They learn to treat each other and their belongings with care and concern. For example, one child shows concern for another who has bumped his head and an older child helps a younger one to fasten their coat. Children are helped to recognise and deal with their emotions as they talk about what makes them happy or sad during a focussed activity. The provision fosters children's spiritual, moral, social and cultural development.

Through the use of a good range of resources, books and topic work, children are learning about their own and other cultures and about the different needs of others. They learn to communicate in signs and symbols, so that everyone is included. Staff show good regard to children's individual needs and take steps to ensure these are met. However, key staff have a limited knowledge and understanding of the relevant code of practice to enable them to fully support children with special educational needs.

The partnership with parents is satisfactory. Children's on-going care needs are met as staff regularly verbally communicate with parents and take account of the well documented children's records. 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 each activity. Systems for sharing children's development are largely informal. As yet parents do not have a chance to view their child's developmental assessments or to contribute to them. There remain limited ways for parents to become involved in their child's learning at

home.

## **Organisation**

The organisation is satisfactory.

Children receive suitable levels of support and supervision to help them feel secure. Staff are clear about their designated responsibilities and work well together to meet the needs of the children. Effective recruitment and induction ensures appropriately qualified and vetted staff work with the children. Suitable documentation is in place to support the care of the children. Some policies and procedures have been reviewed and updated, although this is not yet complete. In particular the complaint procedure does not reflect current requirements. Not all policies and procedures are readily available to parents. As a result they are not well-informed.

The leadership and management of the nursery education is satisfactory. The committee, supervisor and staff work well together to ensure the smooth running of the group in line with the identified aims. Staff are highly committed to improving the care and education for the children and continue to undertake regular training courses to further their knowledge. They take on board advice from relevant professionals, which enhances their practice. Some systems to monitor and evaluate the quality of the nursery education are currently being developed and put into practice, such as appraisals for staff. Overall the provision meets the needs of the children who attend.

## **Improvements since the last inspection**

At the last care inspection it was recommended that the playgroup carried out periodic fire evacuation practices, improved their understanding of risk assessment and took steps to share policies and procedures with parents. Since then regular fire evacuation practices have taken place, which has raised the awareness of both children and staff to the appropriate action to take in an emergency. Some risk assessments have been undertaken and staff make daily safety checks of all areas before the children arrive which ensures children are safe-guarded. Consequently, overall safety has been improved. Some steps have been taken to share policies with parents, as some are displayed in the play room. However, these are not comprehensive and key policies, such as the complaint procedure, are not readily available. This is carried forward as a recommendation from this inspection.

At the last nursery education inspection, which took place earlier this year, three key issues were identified to improve the standards of education provided. The provider has drawn up and implemented an action plan, which is still on-going. Within each key issue sound progress is being made. Staff have improved their overall knowledge and understanding of the Foundation Stage and used this to plan a suitable curriculum for the children so that activities have clearly defined learning intentions. They are beginning to observe children and record their achievements. Although they are beginning to collate assessments these are not currently sufficiently established to use to plan children's next steps in learning. Steps have been taken to develop certain areas of the curriculum, in particular knowledge and understanding of the

world, physical development and creative development. Resources, such as additional scientific equipment, role play items and balancing toys have been purchased to support these areas of learning. Appropriate planning ensures each aspect within these areas is given due attention. Some work with regard to allowing children to be freely creative and construct for their own purposes remains to be completed. To develop the partnership with parents staff have introduced an induction session to ensure parents are informed about the educational programme and share observations of their child's learning informally. They have not yet shared the children's assessments with parents and this is carried forward as a recommendation from this inspection.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since 1 April 2004. 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 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):

- develop staff knowledge and understanding with regard to the requirements of the Code of Practice (2001) for the Identification and Assessment of Special Educational Needs
- ensure policies and procedures are regularly reviewed and updated to reflect current practice and that these are shared with parents, with particular reference to the complaint procedure.

#### **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 and use the assessment of children's achievements to

inform future planning and to ensure activities provide appropriate challenges for all children

- continue to develop the partnership with parents, so that they are able to see and contribute to their child's developmental records and to support their child's learning in meaningful ways
- continue to develop the opportunities for children to explore and investigate independently and to express themselves creatively for their own purposes.

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