



Robin Hood Playgroup

Inspection report for early years provision

Unique Reference Number	226460
Inspection date	02 February 2006
Inspector	Sheila Hartley
Setting Address	St Margarets School, Baxter Building, High Street, Stoke Golding, Nuneaton, Warwickshire, CV13 6HE
Telephone number	01455 213990
E-mail	
Registered person	Amanda Barber and Jane Ward
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?

Robin Hood playgroup is privately owned. It opened in 1998 and operates from converted accommodation owned by the Diocese of Leicester within the grounds of St. Margaret's Church of England Primary School in the village of Stoke-Golding, near Hinckley in Leicestershire. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open each weekday from 9.00 to 11.30 and from 12.30 to 15.15 during the school term. All children share access to a secure enclosed

outdoor play area.

There are currently 48 children aged from 2 to under 5 years on roll. Of these 36 children receive funding for nursery education. Children come from the local community and surrounding area. The playgroup employs 6 staff. More than 50 percent of the staff, including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a very clean and hygienic environment where staff use good practice to protect them from infection. They are familiar with daily routines, such as hand washing, which effectively promote their health and development. Young children receive help with hand washing whilst older children use the toilet independently and wash their hands afterwards. Children are learning to be responsible for their own healthy practices as staff make good use of routines and plan activities to increase children's awareness and understanding. However, a towel shared by all children does present a risk of cross infection.

A clear policy regarding the exclusion of children who are ill or infectious is discussed and agreed with parents. This means children do not attend the group when they are ill and their play mates are not exposed to the risk of infection.

Children enjoy fruit and other healthy snack options. Staff sit with them at snack time, making effective use of the opportunity to explain to them why healthy eating is important and to promote the sociability of meal times. Effective measures are taken to record and take account of children's allergies and dietary requirements. Children have access to drinking water at all times so they do not become dehydrated. They enjoy a drink of milk at snack time and learn where milk comes from and why it is good for them in a planned activity.

Regular opportunities for outdoor play means children really enjoy physical activity and playing in the fresh air. They have access to a good range of equipment for developing physical skills and good space to run about. This allows them to gain confidence in their skills and develop a good sense of spatial awareness as they negotiate a pathway without bumping into their friends. They notice the difference to their bodies as they become warm and their hearts beat faster. Staff take the opportunity to question them, developing their awareness further and promoting an understanding of why exercise is important for a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

High regard is given to children's safety. The premises remain secure during operation with a doorbell access for all parents and visitors. Children's security is

further improved by staff's high level of awareness and vigilance. Risk assessments and regular checks by vigilant staff ensure that all areas used by children are safe and any hazards are identified and minimised. Children are cared for by qualified, experienced staff who work together well and diligently follow health and safety procedures to keep children safe and meet their needs.

Children move confidently around the welcoming, child friendly setting. Care and attention is given to ensure the furniture, equipment and resources are maintained and arranged to allow children the space to move around confidently and access them freely. Children have access to a good range of developmentally appropriate resources, many of which are stored at children's height to promote independence and choice.

Activities are planned and presented to encourage children to develop responsibility for their own safety. They have fun taking it in turns to dress up as a school crossing warden whilst learning about road safety. They are reminded of other ways to stay safe as staff ask them to walk and not run indoors and to stay within their sight when playing outside. Children are well protected by staff who receive child protection training. Staff have a good awareness of child protection procedures and know how to put them into place to promote children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children really enjoy their time at the playgroup and achieve well because staff are interested in providing a high quality of care. The Foundation Stage is used well to plan and present activities for children aged three and four years and adapted effectively for younger children. This ensures that all children are developing independence and make good progress in areas such as communication and socialisation. However, the 'Birth to three matters' framework has not yet been implemented.

Staff share warm and very productive relationships with all children and know them well as individuals, this allows them to feel secure and develop a strong sense of their own self-worth. Children are cared for in developmentally appropriate groups in morning and afternoon sessions. High quality resources which provide a range of exploratory and sensory experiences help children to learn, make good progress and are easily accessible to them. Paintings and craft work displayed and activities presented show the children have the opportunity to express themselves freely. For example, they delight in mark making in shaving foam. Younger children make their own patterns and squiggles whilst others make shapes and begin to form letters. Children choose books for personal enjoyment and listen to stories attentively.

The children play side by side and together well and are learning to take turns and share. They know what is expected of them and respond by behaving well and using their 'listening ears'.

All the children really enjoy outdoor physical activities which provide good opportunities for them to develop physical skills, such as walking, jumping and

hopping. As they go on 'A bear hunt' they learn about their environment whilst being active.

Nursery Education.

The quality of teaching and learning is good. Staff have a very good understanding of the Foundation Stage and children are interested in the range of activities provided to engage and stimulate their learning. The range of resources available is designed and chosen to help them to make good progress in all areas of learning.

Children show a strong sense of belonging as they greet practitioners and each other upon arrival. They are becoming more independent and self-caring as routines and activities are used well to encourage them to dress and undress themselves, go to the toilet and wash their hands afterwards.

Young children are skilled communicators and use words effectively to convey their experiences both real and imaginary. They are sufficiently confident to speak in a group situation about their home and family. All the children sit and listen to stories carefully. They offer answers to questions and play their part in telling a familiar story. For example, during the story of 'The Three Billy Goats Gruff' one child makes the sounds of the 'clip cop' over the bridge with coconut shells and the others join in with the words of the 'Troll' and the goats. Children are making good progress in linking sounds to letters and are developing confidence in mark making and letter formation. They have an awareness of shapes and are able to recognise and name shapes such as squares, circles and triangles. The use of numbers in everyday activities and routines fosters their confidence and abilities well. They recognise the meaning of numbers and numerals. A four-year-old is able to identify that the figures '1' and '9' are needed to make the figure '19'.

The children develop a knowledge and understanding of the world as they watch caterpillars become chrysalises and butterflies emerge. As they go on a trip to the post-office they buy their own stamps to post the letters they have written. Their awareness of space and movement is well promoted by regular use of the outdoor areas for physical activity and opportunities for movement to music and action rhymes like 'Dingle Dangle Scarecrow'.

Effective planning of activities and play opportunities covers all areas of learning and contributes well to children's progress. Observations are used to assess and monitor children's achievements and progress. However, the record of progress is not developed sufficiently to provide good information for parents and to inform planning. Staff know individual children very well and use their knowledge effectively to plan and prepare activities which interest the children and motivate them to learn. Free choice activities and opportunities excite and interest children and are designed to provide an appropriate level of challenge for children with differing capabilities. Staff use very effective questioning to promote children's thinking and develop their learning. Their enthusiasm, good teamwork and approach provide a stimulating environment in which children enjoy learning and make good progress.

Helping children make a positive contribution

The provision is good.

All children are warmly welcomed into the group and are valued as individuals. Their needs are met well because staff work very closely with parents to ensure that they have all relevant information about their changing care needs. Children are encouraged to have positive attitudes towards each other by the provision of a good range of resources and the celebration of festivals such as Chinese New Year. This ensures that all children develop self-esteem and a sense of belonging. It also promotes children's spiritual, moral, social and cultural development well. Staff promote an anti-bias learning environment and all children are encouraged to play with all resources to promote this.

Children with special needs receive a good service as the staff know them well as individuals. Staff work closely with parents and support services to ensure that children's needs are met and they make progress. Facilities are suitable and appropriate resources are put in place. Children are encouraged to take part in all activities and staff are experienced in allowing children to progress and enjoy at their own pace.

Children are well behaved and are learning to use good manners at all times. They are aware of the need for rules to ensure that activities are successful and happily help with tidying away which helps them to feel included in the routines of the group. A behaviour management policy is in place which effectively demonstrates how children are managed, promotes positive behaviour and is shared with parents.

The quality of the partnership with parents and carers is good. Parents receive comprehensive information about the setting and the Foundation Stage of Learning. They are welcomed into the playgroup and have access to records of their children's achievements if requested. Parents are encouraged to help their children learn at home through activities such as, keeping a teeth brushing chart with their child. Response to a questionnaire reflects that all the parents feel they are made welcome at the playgroup and the vast majority of parents are more than satisfied with the level of information they receive about their child's progress.

Organisation

The organisation is good.

Children receive a good level of care from a very stable workforce. This ensures that they are looked after safely by qualified and committed staff who have been vetted and work together well as a team.

The group is suitably organised with all children receiving care in one room. Indoor and outdoor space is designed to maximise play and learning opportunities for all children. All legally required documentation which contributes to children's health, safety and well-being is in place and used well to ensure that children's needs are well met and parents are informed. Staff receive regular appraisals which ensure that any training needs are identified and they understand what is expected of them to meet the needs of the children and provide good quality care and nursery education.

Policies and procedures are known by all staff and training is supported so that children benefit from skilled and qualified staff with current knowledge. Children have the confidence to initiate their own activities because good levels of adult support provide them with self-assurance and toys and equipment are arranged well to offer a variety of play opportunities.

The quality of leadership and management for the nursery education is good. The managers have a clear vision about how to provide a quality service to children and parents that meets their individual needs. They monitor and evaluate the provision for nursery education and seek support from a mentor teacher to make continuous improvement. Regular staff meetings keep staff informed, ensure they are involved and committed to implement new ways of working to enhance the provision.

Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

At the last inspection the providers were asked to make improvements to their documentation.

They have taken appropriate action. Parents provide written permission for emergency medical treatment or advice to be sought for their child in case of accident or illness. They also sign the accident book to acknowledge an entry relating to their child. The complaints procedure and associated information includes the address and telephone number of the regulator. In line with recent amendments to the national standards further changes to the complaints procedure are to be made and a log of any concerns raised at the setting will be maintained. This ensures that records, policies and procedures required for the safe management of the provision and to promote the welfare, care and learning of children are maintained.

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 complaint 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 children are encouraged to learn about personal hygiene through the daily routine and towels used for hand washing do not expose them to the risk of cross infection
- ensure that activities and play opportunities planned and provided for younger children are suitable for their stage of development and promote their capabilities, for example, by using the 'Birth to three matters' framework.

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 observations and assessments of children's achievements are used to enable children's progress to be recorded effectively and to inform future planning of activities.

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