



Staplehurst Under Fives Playgroup

Inspection report for early years provision

Unique Reference Number	127636
Inspection date	21 February 2006
Inspector	Jackie Liffen
Setting Address	The Village Centre, High Street, Staplehurst, Tonbridge, Kent, TN12 0BJ
Telephone number	01580 893515 or 07792 938947
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Registered person	Staplehurst Under Fives 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?

Staplehurst Under Fives playgroup has been registered since 1966 and serves the local community.

The group is situated centrally in the Village Centre and has an outdoor play area.

There are currently 34 children on roll which includes 27 funded 3 year olds and 4 year olds. Children attend a variety of sessions. The setting supports children with

special needs.

There are six members of staff, of whom four are full time. All of them have suitable qualifications. The setting receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children quickly become used to hygienic routines. These are facilitated by staff who provide step-stools, anti-bacterial soap and disposable towels so that children routinely wash their hands at appropriate times. Children are able to rest whenever they wish in the book corner and exercise all parts of their bodies during music and movement at the end of the session. Children's physical wellbeing is also enhanced when they play outside in the fresh air. Their good health is continually promoted because staff take positive steps to prevent the spread of infection, such as using anti-bacterial cleanser as a cleaning agent.

Children are confident enough to ask for a drink when they are thirsty and they choose from milk, water or fruit juice during snack time. They are nutritionally well fed and are beginning to understand the benefits of choosing sustaining food because staff take every opportunity to teach them what is good for them.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children happily enter the bright activity filled room where they are freely able to choose from a range of well maintained and stimulating activities. They play with age-appropriate toys that are developmentally well-designed. Staff diligently use a daily risk assessment to check that children play safely within the setting. They take positive steps to promote children's welfare, both indoors and outside, by using safety strategies, such as socket covers and locking doors. Staff set safe limits for the children and encourage them to try out new experiences in a safe, supportive environment. Children are well protected from harm because staff have excellent child protection procedures and systems in place. They work closely with professionals and parents so that children receive the best attention possible.

Helping children achieve well and enjoy what they do

The provision is good.

Children confidently leave their parents and soon immerse themselves in their chosen activities from the range on offer. They initiate interactions with other children and invent imaginative games, using the toys and games put out for them, whilst seeking out others to share experiences. Most of them easily approach a member of

staff to ask for help. Children's interests and knowledge are extended by staff who reliably interact with them in order to build on their abilities. Children are gaining in self-esteem when staff encourage them to take varying responsibilities throughout the morning. For example, when a leader is chosen to front a group of children going to wash their hands.

Nursery Education

The quality of teaching and learning is good because staff have an in-depth knowledge of the Foundation Stage and use this to plan activities to help children develop. Staff understand their roles, communicate well with each other and move around the room so that they can help each child whenever necessary. Children respond well to all members of staff and are secure and happy as the key workers are aware of their needs all the time and extend each child's learning accordingly. Children are gaining rapidly in confidence and ability, especially when they respond to expectations. For example, when answering to their names being called at circle time and when working in small groups.

Children's self-esteem is promoted when they take responsibility for leading a group or receive praise for their achievements. They are making good progress in all areas of learning, although some are restricted in their familiarity of technology as the range on offer is limited. However, some children initiate involved conversations on the telephone in the 'hospital office' and are beginning to argue with adults and peers, explaining their rationale. Children assimilate mathematical language and learn about shapes from the posters and activities on offer. Staff encourage children to extend their learning through conversing with them and also help develop children's understanding of fractions when they help to cut fruit into pieces. Children are developing a good scientific base when they experiment with playdough, for example when they see how long the rolling pins will stand up on different sized bases. Children's knowledge and understanding of the world is enhanced because the staff introduce projects based on various aspects of the wider world. For example, an under-sea project which stimulates lots of conversation about sand, shells and what one would find under the sea. They celebrate festivals, such as harvest, Divali, Christmas and the Chinese New Year. In addition, children enjoy playing 'hospitals' and with small world equipment, such as cars, garage, and play figures.

Children spontaneously sing songs, such as happy birthday, whilst involved in other activities. They enthusiastically join in well known rhymes, such as 'wind the bobbin up' and spend some time jumping around in time to music, clapping hands, reaching up high and bending down low. Most parts of their bodies are physically stretched during music and movement when they undertake exercises, such as jogging, marching and tiptoeing. Children's fine manipulative dexterity is enhanced throughout the free play session when they competently use tools to cut, shape and draw. They also become involved in creating artwork when their imagination and competence is extended.

Helping children make a positive contribution

The provision is good.

Children's self-esteem is raised by staff who become familiar with their individual needs and plan to enhance their development appropriately. Each key worker tracks the progress of her allocated children so that children's potential becomes achievable. Staff work with parents and professionals in order to provide well for children with special needs. They use some resources to expand children's awareness of other cultures, religions and disabilities so that children's spiritual, moral, social and cultural development is fostered.

Children behave extremely well because their interests are stimulated throughout the session. They accurately follow instructions and staff use positive reinforcement to raise self-assurance and promote their good behaviour. Partnership with parents is extremely effective because parents form an administrative committee and ensure that all stakeholders are involved in making decisions about the group. This enables parents to become comfortable about leaving their children and children benefit from continuity both at home and within the group. Staff also take notice of comments made on the parental questionnaires in order to improve outcomes for children.

Organisation

The organisation is good.

Children are empowered in the well organised, child-centred environment in which they come first. The leadership and management is good, providing an effective method of monitoring and evaluating the quality of the provision. The group are committed to improving the care and education for children and assess their own strengths and weaknesses on a regular basis. The administrative committee hold well organised, accurate documentation. They have robust systems for checking the suitability of staff and this includes the expectation that all of them achieve a qualification. Staff ensure that all designated procedures are put into place and organise time and space within the setting. As a result, children feel secure and enjoy a broad range of activities and experiences. Consequently, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, the group were asked to document safety checks, ensure medication permission records are dated, ensure accident records are sufficiently detailed and that existing injuries are recorded. They were also asked to ensure that stacked tables could not fall upon children, extend the partnership with parents by enabling them to view and discuss children's development records and review the procedure for lost or uncollected children.

The group have now reviewed their safety arrangements so that a daily check is made to ensure children cannot harm themselves and have revised the procedure for lost or uncollected children. They ensure that all records are up to date so that staff are aware of each child's on-going and changing needs. Parents are pleased with the arrangements in place enabling them to view and discuss their own children's development records.

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.

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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):

- extend further children's understanding of equal opportunities.

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):

- extend the range of technological toys available for children to explore.

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