



Lollipops Playgroup

Inspection report for early years provision

Unique Reference Number	139068
Inspection date	30 March 2006
Inspector	Keriann Belcher

Setting Address	Scout Hut, Derwent Drive, Hayes, Middx, UB4 8DR
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Registered person	Carol Ann Smith
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Type of inspection	Integrated
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Type of care	Sessional care
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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?

Lollipops Playgroup opened in 1988. It operates from one main room of a single storey building that is a Scout hut situated in a residential area of North Hayes. The setting also has the use of the kitchen, toilets and some storage facilities. The playgroup serves families mainly from the local area. The setting is within easy reach of local shops, libraries and schools as well as being near to public transport services to the immediate area.

There are currently 65 children from 2 to 5 years on roll, this includes 16 funded 3 year olds. There are no funded 4 year olds attending the setting at the present time. The group operates Monday to Friday in term time, sessions are held in the morning from 09:30 to 12:00, with afternoon sessions on Monday and Thursday from 12:15 to 14:45. Children attend for a variety of sessions.

The group supports children who have special needs and children who speak English as an additional language.

The playgroup has four full time members of staff and four members of staff who work part time, two full time members of staff have an early years qualification. The setting provides placements to students who are attending early years training courses.

The group receives support from a teacher from the Early Years Development Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The children are cared for in a warm and clean environment, where the level of hygiene is adequate and the staff take some steps to prevent the spread of infection to protect the children. For example, effective procedures, such as the staff wearing disposable gloves and aprons for nappy changing. The children are beginning to learn the importance of good personal hygiene through daily routines. Children know the need to wash their hands after using the toilet, but the importance of hand washing before eating, for the maintenance of good health, is not promoted by staff. The staff have relevant first aid training and record accidents and medication. However, they do not have the necessary skills and knowledge to administer some types of prescribed medication in an emergency.

The children enjoy healthy snacks such as plain biscuits and fresh fruits. Their individual dietary needs are clearly known and followed by staff. The children sit at the table and eat in a relaxed and social atmosphere. The staff encourage the children to engage in conversation with their peers; as a result, the children's social skills are developing. Children's independence at snack times is encouraged, as they have the opportunity to help themselves biscuits from the plate and pour their own drinks.

Children are beginning to recognise the benefits of exercise and getting fresh air, as they play outside catching, kicking or throwing balls or when participating in music and movement sessions. Other physical play sessions such as climbing, balancing or riding tricycles is included in the curriculum, but are not well organised. This limits the children's ability to enjoy the session as they argue about turn taking of the equipment and have minor accidents when becoming over excited or have insufficient space to ride around. Children have generally good opportunities to develop their fine motor skills such as when threading cotton reels or completing

puzzles.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The children move confidently around the hall making their own choices from the activities offered by the staff. The limited indoor space is well organised and used effectively, to allow the children opportunities to be active and engage in table top and imaginative activities. They have access to a wide range of good quality toys and equipment, which is appropriate for their age and stage of development. Toys are set up, inviting and enticing for the children to play. The group has a range of furniture, such as child-sized table and chairs, step-up stools in the bathroom and play equipment which is clean and in good condition, to ensure the children are not harmed.

The children are cared for in a child focused environment, where risks are identified and reduced to safeguard them. For example, the staff have done risk assessment on the front door to ensure that the children's safety and security is protected from unwanted visitors and to ensure the children are unable to leave the premises without supervision.

The children's welfare is not fully protected, because only one staff member has a good and clear understanding of their role with regard to child protection issues and knows how to implement local procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The children settle well into the nursery and are confident in the routine. They enjoy warm relationships with other children and with adults, which contributes to their sense of belonging. The staff are friendly and the children are happy to approach them freely.

Children are interested in exploring the activities such as playing in the sand, scooping it with their hands and allowing it to trickle between their fingers. Staff are aware of and spend time working directly with the children. However, they don't offer enough questioning to challenge their thinking and learning further. There are satisfactory opportunities for young children to express their imagination and creativity through activities such as listening to and making music, painting, drawing, and modelling with a variety of media.

The younger children are satisfactorily supported in their play but at times some activities need adapting to suit the differing ages. For example, group story time.

Nursery Education.

The quality of teaching and learning is satisfactory. Children are beginning to benefit from a generally well planned curriculum because staff have had some training and

guidance on the foundation stage. Staff sit with the children to encourage their development, but are limited in the use of questioning to extend the children's learning and thinking. Assessment of children's learning is satisfactory and staff are beginning to monitor the children's progress by completing achievement records to plan for the next stage of learning. Clear activity planning enable the children to have the opportunity to access all areas of the curriculum.

Children have developed good relationships with each other and familiar adults. For example, significant friendships are observed with children wanting to play or sit together. There are satisfactory opportunities for children to develop their independence skills such as pouring their own drinks and selecting their own activities.

Children have good opportunities to develop their mark making skills when using a range of pens and paints. The enjoy using different mediums ,for example, tracing the initial of their names in sand. Most of the children listen with enjoyment to stories, where the story teller uses different voices or props to maintain their interest. However, some children's concentration is disturbed by the younger or less able children's behaviour. Children are becoming confident speakers and conversation is encouraged. For example, at snack time staff sit with the children and encourage sociable conversation.

Children are beginning to understand simple mathematical problems as they are provided with generally good opportunities for practical activities. For example, children learn to count when singing songs, using money in role play.

Children are involved in some exploratory play and have opportunities to find out about the natural world when covering topics such as gardening. Children show interest in programmable toys and are developing their computer skills, being able to follow simple instructions.

Children have generally good opportunities to develop their creativity and imagination through a well resourced craft area. Children can independently choose activities such as painting, model making and sticking.

Helping children make a positive contribution

The provision is satisfactory.

Children's individual needs are satisfactorily promoted within the setting. For example, children's dietary needs are known and respected by staff. Staff have developed their understanding of using positive strategies which results in children's behaviour being generally good. They are beginning to learn about right and wrong when they share and take turns when playing together. Children display significant friendships, playing together in role play activities.

Children learn about themselves and the wider world through planned activities to celebrate festivals and traditions of the local and wider community. For example, Chinese new year.

Children benefit from good relationships from staff and parents, which contributes to their well being. Staff are friendly and approachable with parents when they are bringing or collecting their children. Parents are involved in fund raising for toys and equipment. For example, a sponsored obstacle race was very well supported.

The partnership for parents who receive nursery education is satisfactory. Children's social, moral, spiritual and cultural development is fostered. Parents receive information about the topic's being covered which encourages them to participate in their child's learning at home. However, children's progress is not currently shared with parents in a formalised manner.

Organisation

The organisation is satisfactory.

Leadership and management are satisfactory. There is a clear commitment to build upon existing provision and improve the quality of care and education for all the children attending the setting.

There is generally suitable recruitment and vetting procedures in place, which ensures that the children are protected and cared for by adults who have appropriate experience, knowledge and skills. However, medical suitability is not checked. Staff are deployed effectively to meet the needs of the children.

Required documentation and other records that promote the health, safety and welfare of the children are in place.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, the group was asked to make the following improvements.

To record of children's attendance and staff on duty. Children, staff, and visitors are now signed in and out of the session. This ensures that an accurate record is maintained of attendance.

To share the child protection policy with all parents, which is now included in the child's introduction programme. This ensures that parents are aware of the groups responsibility to record and report any concerns about a child's welfare.

To devise a missing child policy, which is available. This ensures that staff are familiar as what to do in the event of a child going missing or becoming lost.

To inform Ofsted of any significant events. This ensures that the registering authority is aware of any events that may effect the groups suitability to remain registered.

To extend the activities for children to experiment through their learning. The activities are less adult directed and allow the children freedom to learn through their

play.

To develop a programme of physical activities. Children now have more varied experiences of physical activities, which allows them to progress in all areas of their development.

To follow through activities, this is an area the group is continuing to develop. This ensures that children extend their thinking and learning to it's full potential.

To record children's development, share with parents and plan for the next stage of learning. This is beginning to be addressed. It ensures that the group and parents are working in partnership to promote each child's learning.

To extend the staff knowledge of the Early Learning Goals. A staff training programme has been established. Which ensures that staff have the necessary skills and knowledge to improve the quality of teaching and learning within the setting.

Complaints since the last inspection

Since April 2004 Ofsted has received one complaint relating to National Standard 1; Suitable Person, National Standard 12 Partnership with Parents and National Standard 13 Child Protection. The concerns received were that a child was smacked by a staff member and the staff member was rude and unapproachable. Ofsted visited the playgroup and no evidence was found that National Standards had been breached. The provider remains qualified for 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):

- enhance the procedures to promote good hygiene practises to prevent illness and cross infection.
- enhance staffs knowledge and understanding of the Local Area Protection procedures and the Government guidelines on child protection.
- obtain the necessary knowledge and skills to administer prescribed medication
- ensure there is a robust vetting system in place to ensure staffs suitability

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):

- review the organisation of the use of the physical play time to ensure the children have the facility to make best use of the space and equipment provided [applies to childcare]
- review the organisation and planning for group time to ensure that children's individual needs are met[applies to childcare]
- extend the children's language and thinking through the use of questioning and encouraging them to talk about what they are doing.

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