



Roche Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	EY285656
Inspection date	10 May 2006
Inspector	Mary Dingley

Setting Address	Victory Hall, Victoria Road, Roche, St Austell, Cornwall, PL26 8JG
Telephone number	01726 891059
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Registered person	Roche Pre-School 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?

Roche Pre-School Playgroup was first registered in 1978. It moved to its present address in 2004 and operates from 2 rooms within Victory Hall in Roche. A maximum of 20 children attend the playgroup at any one time. It opens each weekday and sessions are from 09.00 to 11.30 during school terms. A lunch club operates on Monday and Friday and children attending may stay until 12.30. There is a fully enclosed outdoor area.

There are currently 19 children on role. Of these, 12 are in receipt of funding for nursery education. Children attend from the village of Roche and the surrounding rural area. The playgroup employs 4 staff, 3 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 about some hygiene practices through supervised daily routines, such as hand washing before meals and snacks. However, while encouraging children to become independent in visiting the toilet on their own, staff do not always remind them to wash their hands afterwards, or check that they have done so. This puts children at risk from the spread of germs.

Children enjoy healthy snacks provided by the setting, for example fresh fruit. They help themselves to drinks throughout the session. This provides opportunities for children to take responsibility for some of their own needs and ensures fluid levels are maintained. Drinks are also offered at routine times such as meals and snacks. Meal times are sociable occasions where children sit together, sometimes with staff, eating their own packed lunches. This helps to promote children's social and language skills. However, this is not always the case with snack times, which sometimes over run into going home time. Some children are leaving while others are still eating. Consequently, the social aspect of this activity is occasionally lost.

Children benefit from regular fresh air and exercise. They have good opportunities for physical play both in and outdoors and are developing good hand and eye co-ordination by using bats, balls and skittles. However, they are not familiar with the effects of exercise and healthy eating on their bodies because staff seldom talk about these issues with them.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from a well laid out, interesting and generally safe environment at the start of each session. They are welcomed by staff. Entrance doors are kept locked during the session and visitors gain access by knocking on the door. A visitors' book is maintained to provide a record of who has been on the premises. Documentation is displayed to remind staff of what daily safety checks are required and low level cupboards which store hazardous items are kept locked.

Children learn about some aspects of safety because staff remind them about issues such as not running indoors and explain why. For example, they may fall and hurt themselves or bump into someone else. However, there are occasions when children and staff stand on a low bed or chair to gain access to resources. This puts children at risk of falling and they are not being set a good example by staff. Resources and equipment used are safe and suitable for their purpose and the age of child using

them. Fire evacuation is regularly undertaken and recorded. This helps to ensure children and staff are familiar with this practice should a real emergency occur. However, fire exits are not marked.

Children are protected from harm by staffs sound knowledge of child protection issues. They have a good understanding of what constitutes a child protection incident and although are not entirely confident about what action to take, they know to refer to their policies and where these are kept.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and confident in the setting. They play well together often helping each other with different tasks, such as pouring drinks. They are encouraged, where possible, to be independent, for example when using the toilet. Staff plan the activities for the two year olds around the Birth to three matters framework for young children's development. When numbers of children in attendance are low the younger ones mix with the older children. Both age groups benefit when this is managed effectively, providing role models for the younger ones and opportunities for the older children to take some responsibility.

NURSERY EDUCATION

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the Foundation Stage and know what children are expected to gain from activities. They are aware of how individual children progress and take steps to ensure they are included at some stage in activities. Planning is clear and informative, covering all areas of learning and all staff contribute to it. Staff successfully involve the children's families in activities to help them learn about their local environment. For example, some are farmers, police officers or veterinary surgeons and visit the setting to talk about their different jobs. Staff continually ask children questions and use opportunities provided by them to extend the discussion topic and consequently children's language. For example, during story time. Parents complete an initial profile of their child and staff regularly monitor children's progress. Current assessments, although dated when completed, do not show the date of entry to the setting or the date of birth of the child.

All children are happy and confident on arrival at the setting. They enjoy the activities provided but some have limited concentration spans. Staff do not always sit with the children for the full length of the activity, consequently this results in them losing interest and wandering off. Children are developing good pencil control skills and often make marks that are recognisable. Older children are learning to copy their names. They enjoy group reading and know when a book is not being held correctly, for example, if it is upside down.

Resources such as number lines and labelling of furniture promote word and number recognition for children. Staff are continually talking about shapes with them such as, circle and oval. However, children sometimes find it difficult to form a circle when asked. They experience little opportunity to use problem solving and calculation

during everyday activities because staff do not use these times to promote it. For example, at snack times. Assessments show children's limited progress in this area. Some children compare objects and know which one is bigger or smaller. Most children associate sounds with letters, for example 'P' for Peter or Paul and 'S' for sand, soil or Simon.

Children enjoy imaginary play in the role play corner using available resources appropriately. For example, selling 'pet food and accessories' from the pet shop. They enjoy reciting well known rhymes and some older children adapt nursery rhymes to suit the story. For example, instead of singing 'Two little dicky birds' they sang 'Two little butterflies'. Children do not enjoy free access to musical instruments and these are not regularly planned into the curriculum, which limits their creativity in this area.

Helping children make a positive contribution

The provision is satisfactory.

Children from a variety of backgrounds and those with special needs are welcomed into the setting. They have opportunities to taste and become familiar with different cultural foods when they recognise the different festivals throughout the year. For example, the Chinese new year or Diwali. This helps children develop some understanding of and a positive attitude towards others. Children are generally well behaved and polite, saying please and thank you appropriately and reminded when they forget. Children are valued. Their named work is on display and they received lots of praise and encouragement for their achievements. Staff set time aside each session for children to talk to each other about anything specific they have done.

Very positive feedback is provided by parents who report they are very happy with the setting and kept informed of their child's progress. Staff discuss any issues of concern with them and parents are always willing to provide any practical support they can. For example, volunteering to work in the setting when they are short staffed, painting or erecting fencing. All this promotes a good environment for staff and children. Good information is gained from parents about their children which enables appropriate care to be given. A complaints log is maintained, but is not fully in accordance with the latest guidance. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is satisfactory. Parents received regular and informative newsletters about the educational programme delivered. There is also a prospectus detailing how they can be involved with the setting. Some information on display has not been updated in line with recent changes of address and contact number of the regulator. Children take story bags and other items from the setting home with them. This forges valuable links between the two environments and is another way of assisting parents in knowing what their children are doing. Parents are invited to attend annual one to one meetings with the staff to discuss their child's progress and their own child's records are always available.

Organisation

The organisation is satisfactory.

Children benefit from knowing their routines. They receive adequate support from staff to assist them in most of their activities. Policies, procedures and an operational plan are readily available as good reference points for staff. All staff are suitably qualified, hold an appropriate first aid certificate and have undergone the required vetting procedure which helps to ensure children's safety. However, the committee is not yet familiar with the latest changes in staff recruitment and ongoing suitability checks. Consent forms and mandatory paperwork are in place which underpins the running of the service. However, medication consent forms do not record the name of medication to be given. The setting meets the needs of the range of children for whom it provides

The leadership and management are satisfactory. Staff work well together being aware of their roles and responsibilities through daily routines being displayed. Weekly staff meetings are organised to discuss children's progress, needs and any planning issues. An induction programme is in place to ensure all new staff become familiar with policies and procedures and annual appraisals are used to monitor and improve ongoing practices. The leader is aware of the need to separate the younger children from the older ones in order to promote their all round learning and development. However, this is not always done effectively enough, which impacts on some children's concentration and interest in activities.

Improvements since the last inspection

This is not applicable for care.

In respect of nursery education, staff ensure that when large numbers of children are present, there are times in the day when the older children have time on their own to undertake age appropriate activities. Although there is still no formal linking of assessments to planning, staff are aware of individual children's progress and strive to ensure their developmental needs are met.

Complaints since the last inspection

A complaint was received by Ofsted in June 2004, relating to National Standard 11 - behaviour. A visit was made and the provider remains registered to provide day care.

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):

- ensure the complaints log conforms to the latest guidance to the National Standards
- ensure medication consent forms record the name of the medication to be administered
- become familiar with the latest guidance on recruitment of staff and devise a system for checking their ongoing 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):

- extend the physical education programme to include children's awareness of the effect exercise and healthy eating have on their bodies
- ensure staff are deployed effectively to enable children to have maximum support with their activities and build on their concentration spans
- use everyday opportunities, such as snack time, to promote children's mathematical thinking, especially in terms of calculation.

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