



## Carleton Rode Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	EY296438
<b>Inspection date</b>	22 March 2006
<b>Inspector</b>	Jane Louise Tallent
<b>Setting Address</b>	Carleton Rode C of E VA Primary School, Church Road, Carleton Rode, Norwich, Norfolk, NR16 1RW
<b>Telephone number</b>	01953 789 384
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<b>Registered person</b>	Carleton Rode Playgroup
<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?

The playgroup registered in 2005. It operates from the mini gym in Carleton Rode C of E VA Primary School, which is in Norfolk. Children have access to a main playroom and toilets. There is also a school playground for children to use. The playgroup is run by a voluntary management committee.

Children who attend come mostly from Carleton Rode and surrounding areas. A maximum of 24 children between the ages of 3 and 5 years attend at any one time.

There are currently 6 children on roll, all of whom are funded 3 and 4-year-olds. The playgroup supports children with special educational needs and those who have English as an additional language. The playgroup opens from 09:00 to 11:30 on Mondays and Tuesdays during term times.

There are two staff who regularly work with the children. The manager is working towards a suitable early years qualification. Her assistant has a level 2 qualification and undertakes associated childcare courses, as they become available.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children play in an environment that is maintained to a satisfactory level with clean play surfaces, toys and equipment. The children have begun to share some responsibility for their own personal hygiene as they wash their hands after using the toilets and before they eat their snacks.

Children sit together during snack times, at clean tables, to promote their social development. They eat nutritious snacks of banana, raisins and apple to promote their awareness of healthy eating before being offered a biscuit. They are served drinks of milk or water, and their needs are suitably well safeguarded because staff keep information on the premises, that have been supplied by parents, to inform them about children's allergies and dietary preferences.

All children move around the play areas independently and have some opportunities to use large equipment such as a climbing frame to promote their physical development. They have few regular opportunities to go outside in winter months however and rarely take part in activities, such as musical movement, to help them to begin to think about changes in their bodies as they start to lead healthy life styles.

Overall children are safeguarded to a satisfactory level. There is a suitable policy for dealing with sickness, gaining parent's signatures when administering medication and for recording accidents. For children who feel unwell, or have accidents, there are two members of playgroup staff, currently working in the school, who are trained in first aid. These staff make sure that the first aid box is stocked so that if children do hurt themselves, their minor cuts and bumps are quickly dealt with.

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

The provision is satisfactory.

Children are able to play safely, without exposure to unnecessary risks, because staff routinely carry out assessments to identify potential hazards. They have access to a wide range of child-size resources and are learning how to use toys and equipment safely. All of the children carefully use scissors to independently cut out bird pictures and stick them onto their tree collage. Some children also enjoy putting buttons into dough and they are learning why they should not leave the buttons on the floor for

other people to trip over. This helps children to begin to share responsibility for other people's safety.

Children use child-size tables and chairs and have a suitable range of toys available to them which are appropriate for their ages and stages of development. These include paints, dough, rice trays, books, construction toys, puzzles, a climbing frame and daffodil bulbs to plant. There are also musical instruments, writing materials, craft and imaginary play resources. These are stored on low units to enable children to access them safely.

Children are helped to know which parts of the building to use because there are effective barriers in place to deny them access to unregistered parts of the building and to make sure that they cannot leave unnoticed. The children join in with daily registration exercises so that everyone knows who is attending each session. They also take part in emergency evacuation drills to become familiar with the procedure.

Children are suitably protected because the staff have attended training and have up to date child protection publications and procedures in place to help them to understand their duty to prioritise children's well being. In this way the children's welfare is promoted.

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

The provision is satisfactory.

All children are confident in their relationships with the staff and have made friends with other children. Overall, the children interact well together but staff do not always remind children how to share and be co-operative with each other which has a detrimental impact on the length of time that children are able to enjoy what they are doing. Children do choose how to spend their time, which enables them to pursue their own interests and gain independence.

### **Nursery education**

The quality of teaching and learning is satisfactory. The children are making satisfactory progress in most areas of learning with the exception of creative development and knowledge and understanding of the world where their progress is good. The staff team have differing levels of childcare experience and are working towards obtaining the relevant qualifications needed to work with pre-school children. Staff have begun to record their observations of children and acknowledge their achievements. They do not however use the stepping stones well enough to extend activities, plan challenges and create sufficient new learning opportunities for more able children which limits the amount of progress that they make. A self-evaluation form is used for staff to monitor their own effectiveness, see where they are successful and identify which aspects of their practice require improvement. Despite this, they have over-looked the need to identify clear boundaries for children to help them to play harmoniously together and include others in their games .

None-the-less, children do show a good sense of belonging as they arrive and greet staff. They settle well and are interested in their play. Children are friendly but some

struggle to show consideration for others when sharing and taking turns. They speak to staff and some children listen well to stories, although some children find it difficult to listen when other children are sharing their experiences. Some children can recognise the first letter of their name and make good attempts to write their names using recognisable letters. The children are beginning to count and write recognisable numbers on a white board. They do not however use their knowledge in practical situations to solve problems, such as, counting how many children are present or matching beakers to children at snack times. The children are familiar with colours and shapes and have plenty of opportunities to demonstrate this when using craft materials.

Children take part in many worthwhile creative activities and frequently study their environment. They enjoy planting bulbs for mother's day gifts as part of their topic on plants. They also have good opportunities to discover different textures when they use natural and man-made materials such as rice, dough, buttons, plants and paint as part of their creative development. Some children use their imagination well in the home corner as they take on different roles. They all demonstrate good levels of hand and eye co-ordination when cutting out using scissors and playing musical instruments.

Despite this children have few planned and spontaneous opportunities to express themselves through movement and notice what happens to their bodies when they exercise. They can choose to climb on the indoor frame if they want to but do not go outside to play during winter months. This weak planning of physical activities restricts the progress that children can make in their physical development.

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

The provision is satisfactory.

Children are helped to develop a positive attitude towards others in the wider world as they use a variety of resources, such as dressing up clothes, books and dolls that reflect cultural diversity, roles and festivals. The children are learning how to behave well and mostly respond positively to instructions from staff, although some children find it difficult to share resources such as play dough and their favourite coloured buttons, because they are unclear of what is expected of them.

Children with special needs are able to play happily alongside other children because staff have attended workshops and learned how to adapt the environment and make it accessible to everyone. They make good use of low tables and floor mats to create play surfaces to suit differing abilities.

Children are learning how to behave well when staff remind them how to be kind and show consideration for others if they forget to do so. This helps their social development. Staff are good role-models for the children and as a consequence most of the children respond positively to their requests.

The children's spiritual, moral, social and cultural development is being fostered as staff build upon this positive approach.

The quality of the partnership with parents and carers is satisfactory and children are able to benefit from the trusting relationships that have developed. Children's parents are made to feel welcome and confidently share information with staff as they drop their children off and collect them. They confirm that they are happy with their children's care although there is no formal system in place to inform parents of the progress that their children are making towards the early learning goals. An accessible notice board also help parents to share information about their children's care and inform them about activities that they can participate in.

## **Organisation**

The organisation is satisfactory.

The leadership and management is satisfactory. The children are able to take part in many interesting activities because the staff and their management committee are dedicated to helping children to learn. Staff are working towards appropriate childcare qualifications and already have suitable experience of child development. Staff identify children's interests in their weekly plans to help them to learn.

Recording systems are in place for staff to use to collate their observations of children's achievements. However these have not yet been developed sufficiently well to be evaluative, so that they can be used to identify the next stages of children's learning when planning takes place.

Staff and committee members maintain comprehensive records and policy documents to reflect practice within the group, keep children healthy and safeguard their welfare. They do not however have a full copy of their public liability certificate to show that cover includes this venue. None-the-less, the children are able to benefit from consistent care as staff read the policies and procedures as an effective part of the induction process. They give valuable insight into the group's aims and objectives for the children.

Overall, the needs of the range of children who attend are being met.

## **Improvements since the last inspection**

Not applicable.

## **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**

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 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):

- define some clear guidelines to help children to understand how to play harmoniously together, specifically to learn how to share, take turns and include others in their games
- provide the inspector with evidence that there is public liability insurance in place to cover this venue.

#### **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):

- create challenges for children to increase their early number skills by paying attention to additional aspects of solving simple number problems which increase more able children's understanding.
- increase the number of planned and spontaneous opportunities for children to express themselves through movement and become aware of changes in their bodies when they take part in physical activities as part of their physical development
- implement changes to the current system for recording observations of children to include assessments that can be used in planning to create challenges for children and help them to move onto their next stages of learning. These should be shared with parents to keep them informed of their child's learning.

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](http://www.ofsted.gov.uk)