

# Sprowston Nursery Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	254273
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<b>Inspector</b>	Lindsey Cullum

<b>Setting address</b>	Wroxham Road Methodist Church, Sprowston, NORWICH, Norfolk, NR7 8AD
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<b>Type of setting</b>	Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Sprowston Nursery Playgroup is a very well established group, run by a voluntary committee of parents and carers. It operates from three ground floor rooms in Sprowston Methodist Church, in Sprowston, Norwich. There is access to an enclosed area for outdoor play. The setting serves children and families from the local and surrounding areas. Children attend for a variety of sessions each week.

The setting is registered on both the voluntary and compulsory parts of the Childcare Register. A maximum of 35 children aged from two to five years may attend. There are currently 61 children within the Early Years Foundation Stage on roll and the setting is in receipt of government funding for nursery education. The setting is open 9am to 12noon Tuesday to Friday and 12noon to 3pm Monday, Wednesday, Thursday and Friday, term-time only. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 11 members of staff who work with the children, and an administrator. Six staff hold relevant level 3 qualifications, four hold level 2 qualifications and two are studying towards a higher qualification. The setting receives support from the local authority and is part of the Norfolk Quality Assurance Scheme.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well provided for in the Early Years Foundation Stage and are making good progress in their learning and development. They are very independent in their play and benefit from being able to move freely between the well-resourced indoor and outdoor environment. A positive approach to inclusion ensures children's individual needs are identified and taken into account. Staff demonstrate an unquestionable commitment to working in partnership with parents, childcare professionals and other settings for the benefit of the children so there is continuity in their learning. Systems are in place to continually review practice and the setting demonstrates a positive attitude towards sustained and continuous improvement.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- clearly identify for each child, at the time of placement, information on who has legal contact and who has parental responsibility for the child (Safeguarding and promoting children's welfare).

02/12/2011

To further improve the early years provision the registered person should:

- consider further ways of assessing children's starting points and developing planning so that activities are derived from children's current interests and achievements.

## **The effectiveness of leadership and management of the early years provision**

Children are effectively protected as staff demonstrate a clear commitment to their role in safeguarding children. They organise team training sessions linked to safeguarding to ensure all staff have up-to-date knowledge, are able to recognise the signs and symptoms of abuse and know how to report concerns. Staff have a secure knowledge and understanding of the setting's safeguarding policy and relevant information is easily accessible for reference. Staff are safely recruited and hold the qualifications and skills to work with young children. All staff and committee members undergo a vetting process to ensure they are safe to work with children and manage the setting. Ongoing suitability is monitored through a yearly appraisal system. Children play and learn in safety as robust risk assessments and daily checks of the premises highlight and address potential hazards. Documentation is well organised, stored confidentially and generally meets requirements. However, some children's records do not clearly identify who has legal contact and who has parental responsibility for the child. This is a minor breach of legal requirements which has limited impact on children's day-to-day safety. Considerable care is taken by the staff each day to create a welcoming, child-friendly environment which enables children to play in comfort and make choices in their play, significantly enhancing their independence and decision making skills. Well-presented displays featuring photographs of the children enjoying activities or specific topics ensure the environment is attractive to children and they experience a strong sense of belonging. Resources and equipment are effectively monitored by the staff, are of high quality and remain safe and suitable for children's use.

Staff are appropriately qualified for their positions, enthusiastic and have a good understanding of their roles and responsibilities. They work very closely as a team alongside a supportive committee and continually strive to improve practice at all times. Ideas from training courses are tried out and implemented if they prove successful. Staff reflect on their practice, recording notes within a 'reflective diary' and take time to discuss their ideas for development during regularly team meetings, demonstrating a sound capacity to improve the pre-school provision.

A wealth of excellent opportunities are provided to support the outstanding partnerships with parents. Parents are encouraged to attend sessions prior to their children starting, share information with the key person regarding their children's interests, background and any specific concerns so that children are helped to settle quickly and become confident in the setting. Parents are kept very well informed about their children's care and regularly access their assessment records. Parents help on the parent rota, serve on the committee or attend fund-raising events, ensuring they are actively involved in their children's learning and pre-

school experience. Staff produce informative newsletters which provide an outline of the activities offered and ideas parents can use to continue their children's learning at home. Parents are very complimentary about the setting, stating that staff are 'professional, friendly and helpful' and their children are 'happy and learning'. Staff work very closely, and have excellent links with many other agencies so that children with special educational needs and/or disabilities are supported well and make very good progress. Staff adapt their practice to help individual children, for example using signs, picture cards and gestures with children where communication is more difficult. Children who need additional support have individual plans which show the specific steps staff will take to ensure that children succeed. The pre-school also works exceptionally well with other professionals involved in the care of the children. For example, they work with local childminder's to exchange information and ensure that children's care is consistent and their development is promoted. Excellent support is provided as children prepare to move on to their primary schools.

## **The quality and standards of the early years provision and outcomes for children**

Children are enthusiastic and show great enjoyment in what they do. The environment is planned carefully to allow them to choose from a wide range of interesting and stimulating activities which cover all areas of learning. There is a good balance of adult-led and child-initiated activities that result in children being active learners. Children interact extremely positively with their peers and are keen to share their ideas with friends and staff. All children are valued and treated with equal concern and any specific requirements are sensitively catered for. Settling-in visits help staff gain information about children's interests and starting points, however, a system for early observation of new children is not fully in place to ensure a firm foundation is established for future learning. All children have detailed 'learning stories' which contain written and photographic information about their learning and achievements. Staff successfully evaluate their observations of the children to consider their next steps for learning and current interests, however these are not fully woven in to the planning of forthcoming activities which are mainly topic based.

Children's independence is very well promoted. They confidently move around the areas set out for play and select activities or resources they enjoy. They know where resources are stored and collect items to assist their activities, such as an egg timer used to help share popular resources. Children use language well to convey their feelings, express their ideas, ask questions and join in conversations. They enjoy books in the cosy corner and join in familiar songs during circle time. Many opportunities are provided to learn that print carries meaning. They self-register, find their name card at snack time and see labels throughout the setting. Children use many mathematical concepts in their play. They refer to numbers and compare length and weight. Staff show genuine interest in what children are doing, offer encouragement and get involved in activities. They are skilled in asking questions which seek out what children know and help them to think critically. Children explore and experiment with a range of sensory resources. They show great delight as they shine coloured torches inside the 'sensory tent',

watching the patterns and shapes. Different textures and materials encourage children to use their senses and develop language as they explain what items feel like. Their creativity is well supported through planned activities, such as string printing, collage or free drawing and colouring. They delight in exploring the texture of paint as they finger paint, creating pictures and patterns of their own design. Children's developing imagination is stimulated through dressing-up resources as they become princesses or role play familiar scenarios in the home corner. Children's confidence and self-esteem is significantly enhanced. Staff are caring, affectionate and responsive to children's individual needs, building trusting relationships and encouraging children to be confident, curious and to explore. With this support, children are eager to try new experiences, such as finger painting and successfully achieve new skills. Children's physical dexterity is promoted as they successfully use a range of tools, such as scissors, cutters or rolling pins.

Children relish being in the fresh air and spend a great deal of time outside each session. They understand how to dress appropriately for the weather as this is frequently discussed during group times, and are becoming very independent in dressing themselves. Children energetically run, play games with balls or hoops and manoeuvre small wheeled toys with increasing co-ordination. They co-operate extremely well, negotiating who will ride the bike and who will sit on the back. Physical skills and enjoyment of exercise are well developed through indoor activities, such as climbing on the 'caterpillar frame' or music and movement sessions. Excellent hygiene practices are encouraged. Children automatically wash their hands after using the toilet and before eating. Their understanding of good oral hygiene is promoted through visits from the Dental Nurse. Healthy snacks are provided. Children choose which fruit they would like and help to prepare snack, peeling oranges or chopping bananas. Children feel very safe within the setting because staff reinforce the need to act responsibly and carefully. They respond positively to signs near exits and know when they need to stop and wait. Children handle tools, such as scissors, carefully and with high levels of adult supervision. Visits from the Police and Fire Service reinforce children's understanding of safe places to play. Children's social skills are exceptionally well developed and they are very well behaved. They share and co-operate effectively with friends and are treated with respect and courtesy by staff, who are excellent role models. Clear boundaries around acceptable behaviour help children to feel secure and develop a strong sense of right and wrong. Children learn a lot about different customs and special times in the year. The pre-school welcomes visitors from the local community, such as the librarian, and parents are invited in to talk about their work which expands children's understanding of the wider world. As a result, children are developing excellent skills for the future.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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