



Seend Playgroup

Inspection report for early years provision

Unique Reference Number	146057
Inspection date	29 November 2006
Inspector	Jan Healy
Setting Address	Irene Usher Pavilion, Rusty Lane, Seend, MELKSHAM, Wiltshire, SN12 6NN
Telephone number	0780 340 3356
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Registered person	Seend 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?

Seend Playgroup registered in 1993. It operates from Irene Usher Pavilion in the village of Seend, near Devizes. A maximum of 24 children may attend the nursery at any one time. The nursery is open Monday, Tuesday, Thursday and Friday from 09:00 to 11:45, and are open on Wednesday from 12:00 to 14:30, during term time.

There are currently 35 children on roll. Of these 28 children receive funding for nursery education. The nursery supports children who have a learning disability and who speak English as an additional language.

The playgroup employs six staff, two of whom are full-time, and four hold an appropriate early years qualification. The group is committee run, and receive support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The staff ensure adequate standards of hygiene are maintained, as they check the playroom is clean before children's arrival, and wipe surfaces with an anti-bacterial spray after each activity. The children are encouraged to keep themselves clean, by the staff requesting that they wash their hands before baking activities and after using the bathroom. Suitable hand washing facilities are in place, but the hand dryer is located out of children's reach, therefore, the staff provide the children a booster step so they can reach. If a child is ill, parents are requested that they stay at home, to prevent the spread of infection. During nappy changing, the staff wear gloves, and dispose of soiled nappies appropriately, to prevent cross infection. The tidying of the playroom, does not interrupt children's activities, so does not take the staff away from working directly with the children. Spilt sand is discarded, rather than put back in the tray. Accidents are recorded, including injuries where no wound is visible, to protect children's good health. However, details of injuries are not confidentially recorded. Staff request the written permission from parents, to seek emergency medical treatment or advice, to ensure there is no delay in receiving medical care.

Children eat a healthy and nutritious snack during the morning, usually of fruit. They have a drink of water or milk, which they are learning to pour themselves, aiding their independent skills. However, they do not have independent access to fresh drinking water, which helps to prevent children from becoming dehydrated, particularly after physical play. Staff glean information from parents with regard to any allergies or food intolerances children have, so they are able to provide for their needs. Children take part in baking activities, learning about what foods keep them healthy, and what foods contribute to tooth decay.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Staff provide a warm and welcoming environment, as they greet parents and children upon arrival with a friendly smile, and as they know the families well, parents are able to confide in the staff, and to seek their advice. A room is available for the parents to speak to the staff in private, to discuss any concerns they have about their child. Display boards contain a reasonable variety of children's artwork, making for a child friendly environment. The playroom and bathroom are kept to a warm temperature, so the children are able to play in comfort. A storage cupboard enables the staff to make use of all the available space, allowing the children to move freely and safely.

The provision offers a sufficient range of toys, which are well-maintained, and provide for the needs of the range of children who attend. Child sized tables and chairs aid all the children to eat and play together in comfort. Staff arrange toys and resources before children's arrival, so they are able to easily reach the equipment available, allowing them to choose. Younger children have access to a booster seat and step when using the bathroom, helping to enhance their independence.

The safety of children is paramount, and the staff take positive steps to promote safety within the group, for example, they ensure the smoke alarms are in working order, testing them regularly. Safety glass is fitted, to prevent injury, and dangerous substances are stored out of children's reach. An effective procedure is in place, for the safe arrival and departure of children, as staff ensure they are constantly supervised. Doors remain locked, to prevent access to unwanted visitors, and the person in charge promotes staffs' awareness of the whereabouts of all the adults on the premises.

The staff have sufficient knowledge and understanding about child protection, and about the procedure to follow in the event of noting a concern. If a child makes a disclosure about a member of staff, they offer reassurance, listen to what they have to say, and take appropriate action. A written policy is in place which is shared with parents, so they are aware of the staffs' responsibility. Staff organise the playroom, to allow for constant supervision, however, the child protection statement, does not state the procedure to follow in the event of an allegation of abuse being made about a member of staff or volunteer, which helps to further protect the adults involved.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The staff are friendly, positive and approachable, making for a warm and pleasant environment, where the children play and learn whilst receiving reassurance and praise. The staff value what each child has to offer the group, and encourage the children to share their experiences of home life with their friends during group time. The staff share their knowledge of the children with the parents, who in return, exchange their understanding of their child's stage of development, so appropriate activities are made available. Staff consider how they organise their time, space and resources, to provide a mix of both active and quiet times, so the children take part in energetic play and have times when they are able to relax.

Nursery Education

The quality of teaching and learning is satisfactory. The staff are warm towards the children, who emulate their behaviour, making for a happy and positive environment, where conflicts are sensitively dealt with. The staff have sound knowledge of the foundation stage and plan for children's learning, however, the learning intentions are vague. Opportunities are provided for the children to think and to demonstrate what they know and understand, which usually takes place during group time, when the children reveal their own experiences. Suitable teaching methods are in practice, for example, during one to one, when the staff provide clear explanations and offer challenging questions.

Children are making sufficient progress in their physical development. They have the benefit of accessing a large playroom, where they learn to move confidently and safely, avoiding bumping into each other. They climb the steps of a ladder and turn to sit on a slide, helping to enhance their muscle strength. They ride wheeled toys, enhancing their coordination and balance on wooden beams. They learn positional language, when requested to crawl through the tunnel, under the table and over the chair.

Children are making strong progress in their creative development. They use their imagination when pretending to be a snail, worm and snake, using their arms to pull themselves along a wooden beam. They have access to a painting easel, where they independently make marks on paper. During pretend play, the children use the dressing up clothes to imagine being members of the public, for instance a police officer.

Children are making efficient progress in their Mathematical development. They are learning about weight and measurement during baking activities, for example when making mince pies. The staff are teaching the children to recognise and name simple shapes, and most are capable of doing this, but the younger children mistake some shapes names for others'. Children count during singing sessions and during group times, when they count how many children are in attendance. They are learning the use of a calculator, and a straight edged ruler.

Children are making sufficient progress in their communication, language and literacy. Most children speak clearly and audibly, however, some require further help in pronunciation. They are beginning to recognise their name when written on a card, as they find their name during snack time, which takes the form of a café style. Staff place paper and pens on a table, which the children use to make marks and to draw. Most are able to hold a pen correctly and confidently. A book corner is comfortable and is where the staff share stories with the children, helping them to understand the concept of a book.

Children are making reasonable progress in their knowledge and understanding of the world. Children go for walks around their local village, blackberry picking, learning about the plants and flowers within the grounds of their village green. The staff teach the children that no religion or culture is superior to another, and include the celebration of events, such as Divali and Easter.

Children are making satisfactory progress in their personal, social and emotional development. They arrive with confidence, entering the setting whilst greeting their friends and staff, and going straight to an activity of their choice. They speak about new ideas when in a familiar group, for example, what they are cooking in the home corner. They are motivated to learn, and ask relevant questions about the story or about the activity they are involved in.

Helping children make a positive contribution

The provision is satisfactory.

Spiritual, moral, social and cultural development is fostered. Staff are aware that attitudes towards others are formed in the early years, and so they treat the children with the respect they deserve, so this behaviour is emulated. The staff ensure that all the children are involved in all the activities on offer, and are provided opportunities to share their experiences with each other during group time. Children have access to a reasonable range of resources that promote diversity, such as books, jigsaws and dolls, helping them to learn about similarities and differences.

The staff have experience of caring for children who have a learning disability, and develop a partnership with parents and outside agencies, to ensure the children are provided with the facilities, resources and any specialist equipment required. Confidence and independence is

encouraged during play, as the staff aid the children to access their own toys, and aid the children's awareness of a reasonable range of disabilities through the provision of positive images in books and toys.

Staff provide a positive role model for children's behaviour, as they treat each other with respect and kindness, which is learned by the children. Staff avoid creating situations in which children receive adult attention in return for undesirable behaviour, therefore, they notice when children are behaving well and praise their efforts. If the staff notice unwanted behaviour, they put into place positive behaviour management strategies, such as directing the children towards another activity. Children learn in a secure environment, as staff teach them that it is their behaviour that is unwanted, not themselves.

Partnership with parents is satisfactory. Information is sought from parents, such as children's likes and dislikes, their stage of development, and relevant information that helps the staff to provide for their individual needs. Information is accessible to parents, as the staff display planning, so parents are aware of the activities children are participating in, which encourages pre-school and home learning. Information about forthcoming events and school dates are accessible to help parents organise their routine. Parents and staff exchange information about any progress or concerns noted, both verbally on a daily basis and through the completion of a written daily diary. Parents are encouraged to join the staff during the sessions, and are requested to make use of a suggestion box and questionnaires, so the staff are able to identify areas for improvement. However, the staff do not provide parents with the correct telephone number for Ofsted, which they will require, in the event of making a complaint. Prior written consent is sought from parents, to release children into the care of an unknown adult, to protect their safety.

Organisation

The organisation is satisfactory.

Leadership and management are satisfactory. The person in charge is suitably qualified, as she holds a teaching qualification, and has the experience, skills and ability to perform her duties as leader. She ensures her staff also hold relevant qualifications, and aids them to carry out their responsibilities effectively, by providing an induction programme and helping staff to gain training when required. An operational plan is updated regularly, including the re-writing or the altering of policies and procedures, to keep up with current thinking. The person in charge is enthusiastic about her role, and steers the work of the setting, so the staff have a clear vision about how to improve children's learning, and is willing to accept the advice given from the local authority, to make improvements to the teaching of children. Staff are encouraged to work together as a team, to help the children to make progress.

The setting meets the needs of the range of children for whom it provides. Staff ratios are adhered to for the health and safety of children, and to ensure that sufficient staff work directly with the children at all times. A contingency plan is in place, for the event of staff absence, as additional staff are available at short notice. However, the staff do not keep an efficient registration system, that records the times of arrival and departure of the children and staff, making it difficult to check historical records, and therefore, children may not be fully protected.

The person in charge keeps Ofsted fully informed about any significant changes, for example to staff, so suitable checks can be made. All records and documentation are readily available for inspection, which are stored confidentially and securely.

Improvements since the last inspection

During the last inspection, the staff were requested to organise a programme for learning to provide opportunities for all children to participate in all activities, and to develop their knowledge and understanding of other cultures. The staff have aided the children in planning for a suitable range of activities, which all children participate in, providing each child with an equal opportunity of learning. They celebrate other cultures, such as Divali and the Chinese New Year, helping children to understand that no religion is superior to others. The staff were also requested to acquire knowledge about child protection issues, which they have done so successfully, as they have attended courses to update their understanding, about the procedure to follow in the event of a concern, to help protect children's safety.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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):

- ensure accident records remain confidential
- update the child protection policy to include the procedure to follow in the event of an allegation of abuse being made about a member of staff or volunteer
- update the complaints procedure to include the telephone number of Ofsted
- ensure there is a system to record the times of arrival and departure of both children and staff

- ensure children have independent access to fresh drinking water

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):

- continue to reinforce shape recognition
- devise tongue twisters using words with the same initial sound
- ensure planning contains clear learning intentions for individuals or groups of children, informed by observations and based on the stepping stones

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk