



Papillon Playgroup

Inspection report for early years provision

Unique Reference Number	EY314513
Inspection date	13 June 2006
Inspector	Lynne Kathleen Talbot
Setting Address	Royston Masonic Hall, Jepps Lane, Royston, Hertfordshire, SG8 9AP
Telephone number	
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Registered person	Anne Marie Walls
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

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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?

Papillon Playgroup registered in August 2005 and is located in Royston Masonic hall. There is a single main hall which is divided into separate areas according to activity. Children have access to local park areas for outdoor play.

A maximum of 24 children may attend the club at any one time. Sessions are offered on Mondays and Fridays from 09:30 to 12:00 and 12:30 to 14:00. Tuesday session is 09:30 to 12:00 with a lunch club offered until 13:30. It is open during school

term-time.

There are currently 16 children aged from two to under five years on roll, of these six receive funding for early education. The group is able to support children with special educational needs. Papillon playgroup is managed by two co-owners and employs two further staff, they meet the required level of 50% qualified staff with appropriate early years qualifications. A total of three staff work at each session.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a comfortable, clean environment where there is plenty of space and separate areas to offer a wide range of activities. They develop a sound knowledge and understanding of healthy lifestyles, passed on to them by staff in an enthusiastic and practical manner so that they understand the relevance of this area. This includes exploring a wide range of food and drink for snacks such as fruits, vegetables and all manner of dairy foods. Children participate in making snacks that include sandwiches, 'ready brek' and foods related to cultural festivals to broaden their experiences. The children attending lunch club discuss the origin of foods and make links between areas of the world and climate needed for growth of some foods.

Children are developing an understanding of the importance of personal hygiene, for example, washing their hands before snack time and after outdoor activities. Staff offer background support and reminders only, this shows that children are learning to support their own health through hygiene routines. Children's general health and safety is supported by relevant paperwork and records. Children's medical needs, both ongoing or of an emergency nature, are dealt with through outlined procedures carried out by qualified staff.

Children enjoy a wide range of physical activities which contribute to their good health. They develop control of their bodies and improve their physical skills and co-ordination as they participate in structured activities such as parachute activities and ball games. The children also benefit from outdoor sessions making full use of the local parks where they use a wide variety of static equipment. Children observe the seasons closely and have watched with interest as a large 'maze' has developed, they explore this with enthusiasm using all their senses and discussing the textures and changing growth of the plants. Children use small equipment such as pencils, glue spreaders and small construction pieces which aid their development of fine manipulative skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children's safety is given emphasis and risks of accidental injury are minimised because staff use risk assessments to reduce potential hazards. Policies, procedures and paperwork in this area are well planned and reviewed. There is a risk, however,

of unauthorised persons entering into the main playroom and this needs to be addressed. Staff carry out daily safety checks, repeating these throughout the sessions to ensure continuing safety. Children have a firm understanding about taking responsibility and keeping themselves, and others, safe as they participate in tidying away and take part in regular emergency drills. They are given explanations by staff and understand the importance of listening to instructions in order to prevent accidents. Children enjoy responsibility for maintaining their premises and eagerly take part in 'helping' jobs for which they receive stickers each day.

Children are cared for in a welcoming setting where their work is creatively displayed, although this is on minimal available areas. Continuous monitoring of the environment and staff's constant attention to all details ensures that children's access to play materials reaches an acceptable standard of safety although increased freedom of choice and accessibility is required to foster development. Children have ample opportunities to learn about road safety as they make daily use of local parks and the surrounding town.

Children are protected because staff understand child protection issues and the appropriate steps to follow. Some review of procedures, to ensure that they hold all relevant information such as that for the Local Safeguarding Children Board (LSCB), is required. There are procedures for induction of suitable staff but further development of those, and for assessing ongoing suitability, would be beneficial.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy, secure and settled, enjoying their time at the pre-school. They are eager to participate in the activities and play opportunities provided. Children are confident in their relationships with each other and with staff. Their personal development and self-esteem are promoted through sensitive support and interaction from experienced, caring staff. Children and staff engage in discussions about a variety of topics, including their future schooling, to which some are ready to move shortly, and local facilities used by families as they walk through the local town and surroundings.

Children show some independence as they choose resources and activities throughout the session but their creativity and independence is hampered by the lack of opportunities to make free choices from a range of activities. They are offered a broad range of planned opportunities thus ensuring a fair promotion of all areas of development. All staff make good use of open questions, taking every opportunity to extend children's learning and encourage them to think further. For example they explore all manner of transport methods, discuss things they observe in the locality and talk about new and past experiences. Staff carry out regular, but basic assessments of individual children, but need to increase the use of these. The information should be used to inform future planning and ensure that activities are balanced and reflect the needs of individual children.

Younger children's learning and development is broadly promoted. The managers have an understanding of the 'Birth to three matters' framework, through independent

reading, and have worked out the practicalities of implementing this. Staff have sound knowledge of child development and understanding of each child. This shows in their sensitive introductions to the group and support for children during the separation period. Younger children are encouraged to become vocal through example and imitation, staff respond to their language and emerging sentences. They encourage them to continue to learn how to structure questions and make links between new and descriptive language which they hear around them.

Nursery Education

The quality of teaching and learning is satisfactory. The managers and staff have a sound understanding of the Foundation Stage curriculum and are able to promote children's learning. Children are offered activities and opportunities that can foster their development at an appropriate rate. The designed activities that are offered help them acquire new skills and knowledge, although a greater emphasis on child-led activities would enhance the rate of development more fully. Staff are skilled in allowing children to direct their learning once an activity has been introduced. An example of this is the linked activity of story-telling the 'Three Bears'. The children experimented with new language, re-telling the story to each other for themselves, staff needed to intervene only when needed to support and prompt children to contribute at their own level.

Generally children are making fair progress and their overall development is promoted. Staff use basic assessment methods and planning for long-term and short-term which are supporting the children in their learning. However, observations and assessments to identify learning priorities and plan learning experiences, to utilise information gained from parents, needs to be in place.

Children show their enjoyment as they participate in the daily activities. Children separate well from their parents and are eager to come in and start playing, little support is needed to settle at activities and they find their name cards with limited support. They have regular opportunities to participate in role play scenarios, crafts and construction using a range of materials and equipment. Staff ensure that children are purposefully occupied and are offered challenge in their play. Children show skill in handling small tools such as pencils, scissors, paint brushes, glue spreaders and play dough cutters.

Children are motivated and fully engaged in their play and activities. They have basic understanding of their own needs and are confident in meeting their personal needs such as using tissues and asking for the toilet. They have good relationships with their peers and listen carefully to each other, discussing activities and organising imaginary games and turn-taking. They show empathy for each other when they are missing, suggesting that they may be ill or thinking of reasons why they may be missing. They are beginning to understand friendships, seeking out and playing with each other where possible.

Children count and use mathematical language in their daily play and conversations, and staff are skilled in making the most of opportunities to increase children's knowledge. For example, counting the number of children at the table, calculating how many more pieces of banana are needed for each to have one, and counting

numbers in games where they compare and calculate totals.

Children are gaining a good knowledge of their community and the wider world through the provision of a range of resources and activities. These include visits within the locality where they discuss the church and their contact with it, and other places they identify as local landmarks and resources their families use. There is, however, limited opportunity to explore everyday technology to support their development of information technology.

Children are given opportunities to enjoy books and stories, both independently and in groups, where they anticipate and predict endings and enjoy experimenting with rhyme. A shared book scheme is well used and enjoyed by the children who return and change books regularly. Children have good opportunities to extend their language as they talk confidently within this small group.

Helping children make a positive contribution

The provision is satisfactory.

All children are welcomed and play a full part in the pre-school because staff value and respect their individuality and the family context for each child. Children are offered a range of opportunities which promote their understanding of their local society and increase their awareness of other cultures and ways of life. These include taking part in celebrations such as American Independence day and other festivals. Children explore the local community regularly and take interest in the places of interest such as the church. They notice what is around them pointing out items such as flags being displayed and tell staff about shops and businesses that their families use. This helps them to feel a sense of belonging and make links between the setting and their homes. Participation in realistic role play such as doctors and hospitals enables children to gain a clear, meaningful knowledge of these issues.

Children's needs are well documented and met, and their welfare consistently promoted because of staff's good relationship with parents and the information shared on a daily basis. There are, however, further areas to improve and those include reviewing the information given about complaints procedures in line with updated regulations.

Children are kind and considerate to each other and to staff. Their behaviour is very good throughout the sessions as they take part in activities and competently organise turn-taking and sharing. Children are able to feel secure as staff make efforts to understand significant events in their lives and anticipate the possible disruption these may bring. Children respond very well to staff, and benefit from the positive approach and excellent staff role-modelling. The provision fosters children's social, moral, spiritual and cultural development.

Children who have special needs have their requirements clearly identified as there is a practical policy relating to this. Staff ensure, when children with a special need are attending, that this is implemented, working with individual children and parents to make sure that all are included in the activities and routines. Children for whom

English is not the first language could receive appropriate support as staff work hard to establish working relationships with parents and extended family.

The partnership with parents and carers of children who receive nursery education is satisfactory. There is a commitment to involving parents fully in the setting and in their children's learning as verbal feedback is offered each day on an individual basis. Parents are kept informed of their children's progress through regular newsletters and have access to their children's files and assessment records. Further opportunities for parents to contribute to children's initial and progressing assessment is required.

Organisation

The organisation is satisfactory.

Overall the needs of the full range of the children attending the setting are met. Children benefit from the care provided by experienced staff. Their daily comfort and enjoyment is helped by the quality of organisation and the attention to all details relating to their care and well-being. Children's varying needs are met and they are offered a broad, planned range of activities. The setting is divided into sections according to activity or area of learning. Children are able to move safely and independently from one area to another.

Children's welfare and safety are promoted through the setting's policies and procedures and the staff's practical knowledge and daily implementation of these. Some areas of physical care require further information and understanding. There is an induction process for new staff, providing information and support but this requires expansion to ensure that it is robust and meets the requirements of the National Standards and associated regulations. A system to ensure ongoing suitability of staff is not yet in position and needs to be addressed and would ensure that all training needs were identified enabling all staff to work appropriately with all children.

The quality of leadership and management is satisfactory. Managers have a sound understanding of their role and show commitment to further development, this promotes children's welfare and development. There has been a lack of information received recently, however, and there does need to be further review of the procedures to ensure that current legislation is met. The managers act as good role models and staff are motivated with additional training being sought. All daily pre-school sessions are well planned, with a balanced range of opportunities throughout the day. Staff pay attention to what children are doing and ensure that they are always given sufficient time and resources to complete their activities and tasks. Staff meet regularly to plan future work, and thereby ensure that the needs of individual children are met, the development of all children is promoted and the setting continues to provide quality care.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- improve safety for children by ensuring that the child protection procedure complies with those of the Local Safeguarding Children Board (LSCB) and ensuring that unauthorised persons may not enter the premises when care is taking place
- review the operational plan to include the changes in National Standards and regulations as set out in the October 2005 Addendum to the National Standards for under 8's day care and childminding.

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):

- develop ways to increase the opportunities for independence and self selection of toys and equipment to extend children's choice, independence and creativity- also applies to care
- develop children's assessment records to help them move onto the next stage in their learning, ensuring that parents have opportunities to contribute so that they know about their child's progress
- increase opportunities for children to find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning.

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