



## Little Foxes Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	227241
<b>Inspection date</b>	06 October 2006
<b>Inspector</b>	Kashma Patel
<b>Setting Address</b>	Fox Hollies Park Pavilion, Gospel Lane, Acocks Green, Birmingham, WEST MIDLANDS, B27 7EG
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<b>Registered person</b>	Lynne Cook
<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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Little Foxes Playgroup opened in 1998. It operates from one main playroom in a community building in the Acocks Green area of Birmingham. The group serves the local area.

The group is registered for 20 children and there are two funded children who are both three years old. Children attend a variety of sessions each week. The setting currently supports children with disabilities and who speak English as an additional language. The pre-school opens five days a week during school term times. Sessions last from 09.30 to 11.30 Monday to Friday. The group also opens Wednesday and Thursday afternoons during the summer months.

The playgroup employs eight staff, who all hold appropriate early years qualifications. The setting receives support from the Early Years Partnership. The Playgroup is working towards the Bronze Early Years Growing Together Award.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are learning about simple hygiene practices and are aware of the need to wash their hands after using the toilet and before meals 'because of germs'. Staff encourage children to take responsibility of meeting their own health needs, children were observed accessing tissues to clean their noses and disposing of them appropriately. Positive steps are taken to prevent the spread of infection such as cleaning furniture and equipment with an anti-bacterial spray.

Children have access to fresh air and exercise whenever possible to help maintain a healthy lifestyle. They enjoy walks to the local park where they are able to run, hop or jump. Time spent in the small outside area using ride-on toys enables them to learn and practise physical skills.

Children have access to drinking water and a range of juices throughout the day, which ensures that they are well hydrated. Children were observed filling cups up with water from the dispenser, but some cups were already used by other children and this impacts on their hygiene. Children enjoy healthy snacks of fruit, toast and yoghurt which is nutritious and meets their dietary requirements. Snack times are social occasions when discussion helps children's understanding of healthy foods to eat.

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

The provision is good.

Children are very well cared for in a welcoming environment which is secure and suitable for their purpose. The premises are well lit and adequately ventilated which enables children to feel comfortable. Staff ensure that the environment gives children adequate access to a suitable range of facilities that successfully promotes their development. Risk assessments are carried out daily both inside and outside the building, staff ensure that children are supervised when going to the toilet and do not have access to the kitchen, this promotes their safety on the premises.

Children use a good range of toys and equipment that is suitable, safe and appropriate. Their independence is promoted through a good range of age appropriate furniture, such as low level tables and chairs. There are also hand washing facilities in the room which children can access after messy activities. All toys and equipment are of a suitable design and conform to safety standards.

Children are well protected because all staff have a sound understanding of their role in child protection and are able to put appropriate procedures into practice. Staff have attended training to help them recognise the indicators for abuse.

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

The provision is good.

Children are settled in the welcoming and caring environment. Younger children benefit from routines which are consistent with their experiences at home. Children enjoy the positive interaction they receive from the staff who are kind and attentive to their needs, staff greet children when they arrive and ask them what they want to play with. Staff plan a wide range of exciting activities for all children using the birth to three curriculum. Children are confident and were observed asking staff to sit down with them and join in their play.

All children have an allocated member of staff which helps children to feel secure and develop a sense of belonging. Children begin to distinguish right from wrong through staff setting consistent boundaries and supporting the child appropriately to develop these skills.

Children are developing their imagination through a good range of role play resources, they were observed dressing up and preparing food for each other in the domestic kitchen.

## **Nursery Education**

The quality of teaching and learning is good

Staff have a sound knowledge of the stepping stones in the early learning goals. They ensure that a broad range of activities cover all areas of learning. Weekly plans are detailed including the learning intention, what the activity involves, grouping of the children and support for more or less able children. Evaluations are also carried out which is used to inform future activities. A weekly resources list ensures that staff know exactly what equipment will be required for activities. Children with specific needs are very well cared for, an integrated worker from the Pre-School Learning Alliance was observed supporting children with disabilities on a one to one ratio. Staff ensure that their needs are fully met by adapting activities and furniture.

The children are interested, excited and motivated to learn. They are gaining confidence in speaking in a group, at circle time children say "hello" using the microphone if they want, they also learn and discuss the shape and colour of the week. Children are able to maintain attention in small groups for example during story time they sit still and listen with interest. Children are forming good relationships with their peers and staff. They take turns, share toys and know the routine. Children commented "tidy up time". When staff switched lights off and on again, they started to put toys away in boxes.

Children have good access to a writing area with a range of resources to stimulate and keep them occupied. They were observed accessing a very good range of resources such as stencils, pens and paper from the baskets. Children have opportunities to recognise their names when they arrive and at snack time, but more able children are not encouraged to learn how to write their names.

Children are learning about numbers and see them in their environment, most children are able to count to five and recognise a few numerals. The writing area has large numbers with objects displayed. Children have regular opportunities to count, for example at circle time staff encourage children to count their fingers. They also enjoy number songs and rhymes and ask

for their favourite one. Children are learning to sort and match objects such as teddy bears in different colours.

The children have access to a computer and are learning how to control and click the mouse. They were observed listening to instructions and following them. Children are learning about their environment by visiting their allotment. They have planted vegetables such as carrots and sweet corn. The produce is made available to children and parents, which increases their knowledge of a healthy lifestyle. Photographs were observed of children digging, planting and watering plants.

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

The provision is good.

The children make positive relationships and they behave very well. They have good opportunities to learn about the wider world through celebrations. They have celebrated cultural festivals such as Eid, Chinese new years and Diwali. Children enjoy making cards, reading stories and tasting food from different countries. There is a good range of resources representing cultures, gender and disabilities. Children with disabilities are very well cared for which promotes inclusion. The children make positive relationships and they behave well, they are involved in what is going on around them which gives them a sense of belonging. Staff praise and encourage children to share and play well together. The children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. All parents have access to good quality information about the setting and are kept well informed of their children's progress. Parents of funded children are made aware of the Foundation Stage and the stepping stones because staff provide written information to explain what it means for their child. Planning is also displayed on the parents board with other useful information. Parents are kept well informed of their child's progress towards the early learning goals through discussion and sharing their records. Staff collect relevant photographs, children's work and observations to support their assessment records. Parents are kept informed of weekly topics such as colour and shape of the week through regular newsletters. They are encouraged to be involved in their child's learning by helping out in the group and borrowing books to read with their children.

### **Organisation**

The organisation is good.

Children are well supported by appropriate staff who are qualified and experienced, they ensure that children enjoy their time at the group. Children benefit from the staff's ability to provide a well-organised and stimulating environment. They make good use of time and space throughout the sessions to enable children to access a good range of activities and play opportunities. Good use is made of space, both inside and outside, a small group of children enjoyed a quiet activity in the large office.

There is a good range of policies and procedures which support the group. All the legally required documentation contributing to children's health, safety and welfare are maintained

appropriately. There are good induction and appraisal systems which are effective in identifying strengths and areas to be improved in staff. They also have good opportunities to extend their knowledge and experience by regular training, some of which is in-house.

The leadership and management of the group is good. The manager and staff work together as a team, they have regular meetings to discuss topics and planning to ensure that they meet the needs all the children. Staff work well with outside agencies such as the Pre School Learning Alliance to meet the needs of children with disabilities. Staff also undertake daily observations of all the children to ensure that any strengths are identified and built on and any weaknesses are addressed to enhance the experiences for the children. The group are constantly monitoring and evaluating the quality of care and education in the setting through regular meetings with staff and parents.

Overall, children's needs are met.

### **Improvements since the last inspection**

At the last inspection the group agreed to improve their risk assessment and induction training for staff and students. They also agreed to ensure an accurate register is kept and to improve children's health by obtaining a list of notifiable diseases.

Since the last inspection the group have improved children's safety by keeping accurate records of children's attendance and improving their risk assessments. Children's health is promoted because staff are aware of notifiable diseases and an induction programme for new staff and students is in place which means children are safeguarded.

### **Complaints since the last inspection**

Since 1 April 2004 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## 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 children's hygiene by providing sufficient clean cups for 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):

- extend opportunities for children to develop their writing skills.

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)