

Newhey Playgroup

Inspection report for early years provision

Unique Reference Number	316414
Inspection date	15 March 2007
Inspector	Carole, Jean Bell
Setting Address	Rear of Cedar Lane, Milnrow, Rochdale, Lancashire, OL16 4LD
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Registered person	Newhey Pre-School Trustees
Type of inspection	Integrated
Type of care	Full day 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 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?

Newhey Playgroup has been established in the purpose built building for the past seven years. It serves the local and wider community. A maximum of 26 children may attend at any one time.

Sessions are from 08.30 to 15.30 Monday to Thursday and 08.30 to 14.30 on a Friday, term time only. Children have use of a secure outdoor play area.

There are currently 41 children aged from two to under five years on roll. Of these 21 three year olds and 17 four year olds receive funding for nursery education. Children attend for a variety of sessions. The setting currently supports children with special educational needs.

Seven staff work with the children. Four staff hold a relevant child care qualification and three are working towards a qualification, including N.V.Q. Levels 2 & 3 and Introduction to Pre-School Practice. The playgroup liaises with the local Early Years Partnership and receives support from the local authority advisory teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a setting where staff pay good attention to hygiene routines, such as using disposable gloves and aprons, different cleaning fluids for specific tasks and colour coded cleaning cloths. They ensure that children learn simple, good practices, such as washing their hands at appropriate times and learning the importance of cleaning their teeth. They are protected from infection and cross contamination by the use of a sickness and infection control policy. The premises are maintained in a clean and hygienic manner and very good cleaning routines are in place.

Children are well nourished by the provision of healthy and nutritious snacks of fresh fruit, breadsticks and a drink of milk. They are encouraged to try different foods from other cultures when celebrating festivals. They sit in small groups for their snacks and enjoy the social occasion, chatting with each other as the staff encourage good table manners and social skills. They are able to help themselves to drinks of water from a small cooler, which further encourages a healthy lifestyle. Children who stay for lunch are developing good eating habits as parents are requested to provide nutritious and well balanced packed lunches as part of the groups commitment to healthy eating. This is in line with the recent gold certificate they received as part of the local health authority Golden Grin award.

Outdoor activity is positively promoted and children enjoy daily physical exercise in the large, secure outdoor area. They have access to a very good range of outdoor resources, such as sand, tree trunks to scramble over, wheeled toys including two wheeled bikes, slides, play houses and large tyres. The staff have recently attended training on outdoor play and provide the children with poles, pegs and fabric to make dens. The children negotiate space well, riding bikes around the area and changing direction to avoid obstacles, rolling tyres down banking and crawling in and out of the den. They enjoy fresh air, exercise and develop self confidence in their physical skills which promotes their understanding of a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is given a high priority in a safe and secure environment. Risks are identified and minimised, both indoors and outside, by regular risk assessments and a range of safety measures, such as security of external doors, regular fire safety checks and visitors signing in and out. Learning about personal safety is important. Children wear safety helmets when riding two wheeled bicycles and are reminded about safety procedures, such as not running in the playroom and picking up toys from the floor.

Children are able to develop a good sense of belonging through the warm and welcoming environment. Their names are displayed on their coat pegs and their art and craft work is displayed throughout the building. Children experience a sense of pride in seeing their work displayed for others to admire. They benefit from having lots of space to move around in and have free access to all areas of the playroom and the outdoor area. This allows them to explore their environment and take risks. They have access to a wide and stimulating range of very good quality toys and natural resources that conform to British safety standards. They are able to make independent choices about their play as toys and resources are easily accessible from

low level shelving and boxes labelled with their contents. This leads to children gaining confidence and learning independence skills.

Children's welfare is further protected as staff have a good understanding of child protection issues and their responsibility under the Children Act to keep children safe. Information is shared with parents to ensure that they understand that the staff's first responsibility is to the child. All staff have received training in child protection procedures and they are aware of the signs and symptoms to look for. The children's welfare is paramount.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happily at the group and are eager to chat to the staff and other children. They confidently join in group activities or choose their own play. The presentation of the toys and resources allow them to make decisions about their play and initiate their own learning. Children are making progress in all areas of development. They develop physically through indoor and outdoor play, intellectually through focused activities and socially through expectations of good behaviour and values, such as sharing and caring for their friends.

Staff recognise that children need to spend time developing their senses and value children's freedom of expression, rather than producing an end product. The children enjoy sessions of free painting where there are no restrictions on the amount of paint they use or how they use it. They are allowed to experiment and enjoy painting their hands and filling their paper with thick, bright paint. They make colourful pictures with chalk on the pavement in the outdoor area and have the opportunity to do very large drawings on a wall mounted wipe board.

Staff have a sound knowledge of how children learn and make progress. They have a good awareness of the different frameworks to support children's learning and development which they use to plan and assess children's learning.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals because staff have a secure knowledge of the foundation stage. The planning systems in place are clear and well detailed. They include good observations which recognise children's individuality, such as a child who does not like writing and identify their next steps.

Children enter the group with confidence and are learning self help skills, such as hand washing, putting on their coats to play outdoors and learning to unpeel a banana or open a yoghurt pot at lunch time. Children respond well to the literacy rich setting, where staff have mature conversations with the children. Staff take every opportunity to extend their listening skills by asking open ended questions. Children use words, such as 'distraction' correctly and are able to relate to adults that they had to walk to pre-school because the car had a flat tyre. Children are encouraged to enjoy books and stories. They choose books to take home and parents are invited to make comments and observations about the child's learning and enjoyment of the book. Many words are displayed around the setting and children are beginning to recognise and write their own name. They count spontaneously in play and can accurately count to ten and beyond. They count backwards as they sing songs, such as '10 little dicky birds' and 'five little ducks'. Staff use mathematical language in play, for example, asking for four children to wash their hands for snacks or how many children are staying for lunch. Children develop good

hand and eye coordination as they pour themselves drinks and use pencils and paintbrushes. They are beginning to learn early concepts of science with floating and sinking exercises and show an interest in why things happen. The children have good access to information and communication technology. Staff help them to use a computer and they have a sound box where up to six children can listen together with headphones and identify sounds or use it alone to listen to a story.

Children are developing a good sense of time and place, showing an interest in people familiar to them when they have visitors in the pre-school. They have had visits from the librarian and who tells them stories and a recent visitor brought in ponies to meet the children. They also go out into the community to feed ducks and geese on local ponds and have visits further away, including a visit to Blackpool zoo. They are enthusiastic in circle time and confidently express opinions about the changes in seasons as they complete the weather board.

Helping children make a positive contribution

The provision is good.

Children are developing a good sense of the community they live in, because they visit local places of interest. They have been on the train to the next town to buy fruit at the greengrocers and visited the local Church to hold their own wedding service. The children all took part as either members of the bridal party or guests and the vicar explained the service to them. They also have a float at the local carnival. They learn about the wider world because staff provide them with a range of resources that reflect different aspects of diversity. However, there are insufficient resources reflecting disability. Staff provide stimulating activities which include celebrations from different communities, such as Chinese New Year and Christmas. Parents from different cultures are invited to have input into the sessions to explain to the children about their food and traditions. Children's spiritual, moral, social and cultural development is fostered.

Staff are experienced in meeting the needs of children with disabilities. They successfully promote children's development by working with parents and outside agencies to provide individual services. The group has recently received funding to develop a sensory room which will further enhance play experiences for children with disabilities.

Children are very well behaved and staff have high expectations of them. Staff are very good role models for the children and offer praise and encouragement which increases children's self esteem. Children are learning to take turns and play harmoniously with each other. Staff use a sand timer if too many children want to play at a particular activity or as a reminder that it is nearly time to tidy up. The children understand that when the sand runs out it is some one else's turn to play.

Partnership with parents and carers is satisfactory. Parents are provided with a variety of information about the setting and their children's development. They receive an information pack on intake detailing policies and procedures, however, the complaints policy does not include information on how to contact the regulator, should the need arise. Parents have a regular newsletter which tells them about the theme for the term and there is an annual parents evening to enable parents to talk to the staff at their leisure. Children have individual records of achievement and the children in receipt of nursery education funding have their progress cross referenced to the stepping stone charts. This gives parents a clear picture of progress towards the early learning goals. However, parents are not provided with information on how to extend children's learning at home.

Organisation

The organisation is good.

Children are well cared for. The happy atmosphere of the setting contributes to the children's confidence and independence skills. They benefit from good organisation and care of an enthusiastic staff group. The staff work extremely well as a team. Their commitment to further improvement is reflected in their willingness to attend further training and their process for self evaluation and performance management. This maintains the quality of care and learning for all children.

Records detail the individual needs of each child and include relevant consents and contacts. All required documentation is in place and is well maintained. Policies and procedures are clear, well detailed and are shared with parents. They promote children's health, safety, well being and the ability to make a positive contribution.

The leadership and management of the nursery education is good. Children benefit from the good leadership of the group and staff are appropriately qualified or working towards a qualification. Good planning is in place. All staff are involved in planning and regular meetings are held which ensures that staff have a secure understanding of the learning outcomes of focused activities. The staff work well with their local authority advisory teacher to monitor the effectiveness of the delivery of the nursery education curriculum.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the pre-school was asked to put into place parental permission to seek emergency medical advice, give consideration to children's privacy and dignity when using the toilet facilities and update the complaints policy to inform parents of details of the regulator.

Parental permission is in place and the toilets now have facilities to preserve children's privacy. These improvements lead to a safer and more dignified environment for the children.

The complaints policy has been reviewed and up dated but doesn't give parents enough up to date information about contacting the regulator and so remains a recommendation for this inspection.

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.

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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 that resources reflect all areas of diversity, including disability
- ensure that parents have up to date information on how to contact the regulator, should the need arise

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):

- increase opportunities for parents and carers to have input into children's learning.

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