



# Sprotbrough Park Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	318101
<b>Inspection date</b>	26 January 2007
<b>Inspector</b>	Angela Howard
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<b>Registered person</b>	Sprotbrough Park Playgroup and Toddler Committee
<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 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?

Sprotbrough Park Playgroup opened in 1979. It operates from the community hall and small side room within Sprotbrough Methodist Church hall, in the borough of Doncaster. There is access to outdoor play facilities. The setting serves the local community.

The group is registered to care for 22 children from two to under five years. There are currently 22 children on roll, of whom five are receiving funded nursery education for three and four year olds. Children attend for a variety of sessions. The group opens two mornings a week, Tuesday and Friday, during school term time. Sessions are from 09.15 until 11.45.

There are four members of staff, of whom three are appropriately qualified. The setting receives support from development workers from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's health is supported appropriately by staff who have suitable knowledge of health and hygiene procedures. For instance, there are appropriate systems in place for the cleaning of tables prior to being used by the children when they eat, and the premises are clean and well maintained. All regulatory documentation is in place and staff hold appropriate first aid qualifications. The importance of good hygiene is reinforced in everyday routines. For example, children are encouraged to take care of their own personal care, such as washing hands after using the toilet and before eating. This effectively reduces the risk of cross-infection and helps children to understand simple hygiene practices.

Staff support children's awareness of healthy eating through discussion and activities, such as making healthy food collage pictures. At group time they talk about favourite fruits and vegetables, where they grow and what they look like. Children are beginning to learn about healthy diets as they are offered a drink and a variety of fresh fruit and vegetables at snack time. Individual dietary requirements are catered for and are appropriately recorded to ensure children remain healthy. However, children do not have free access to fresh drinking water during the session.

Children enjoy a reasonable range of challenging physical activities. They gain control of their bodies as they ride on toys, catch bean bags, play parachute games and climb in and out of boxes that they use as a train. This contributes successfully to children's good health.

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

The provision is satisfactory.

Children are cared for in relatively safe and well maintained premises. There are thorough and effective procedures in place to gain access to the building, which ensures children's continual safety. Positive steps have been taken to ensure children can move around play areas independently. For example, socket covers and safety gates are in place and heaters are appropriately guarded. However, the extra floor protection under the water tray is a hazard as children regularly trip over it. The setting is appropriately organised and is secure; all visitors are greeted at the outer entrance and sign in and out in a book. However, there is no formal procedure to follow should a parent fail to collect a child or should a child become lost. This is a clear breach of regulations and puts children's safety at risk.

Staff maintain a high level of supervision appropriate to each child's age and stage of development. Children's independent skills are promoted well as they are able to self-select toys and games, which are accessible and meet safety standards. This allows them the freedom to make choices and access opportunities within a safe environment.

Staff have a clear knowledge of the signs and symptoms of possible abuse and the child protection procedures. They have access to Local Safeguarding Children Board procedures and a good awareness of their role and responsibilities. As a result children are safeguarded.

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

The provision is satisfactory.

Staff plan a wide range of purposeful and interesting activities according to children's ages and stages of development. This is fostered appropriately by the use of the 'Birth to three matters' framework. Children receive a warm welcome and are eager to play and explore using the many different media on offer. For example, pattern making with couscous, moulding play dough, pouring water and handling cooked and uncooked spaghetti. This results in children feeling secure, stimulated and engaged in purposeful play.

Staff interact well with the children which helps to foster children's sense of trust and confidence. Their self-esteem is nurtured appropriately as staff show interest in what they do and say by listening, talking and taking an active part in the children's play. Children who become distressed receive good levels of support from staff to ease the transition from home to the setting. Children are familiar with routines as they take an active part in self-registration, tidy-up time and serving snacks. Therefore, children are engaged in play and select and carry out some activities independently because they feel safe and secure.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children make steady progress towards the early learning goals. This is due to staff having a sound knowledge and understanding of the Foundation Stage curriculum. A flexible approach to planning and an appropriate balance between adult- and child-led activities allow children to explore, create and learn at their own pace. Interesting topic work skilfully links areas of the curriculum to the topic, currently fruit, to reinforce and consolidate children's learning. This keeps children interested and helps them to enjoy their learning. Assessments of children's progress are clearly linked to the stepping stones. This is recorded in photographs, children's work and written observations. Staff keep detailed records of children's achievements which are shared with parents. However, these records do not clearly identify the children's next steps in learning and are not formally linked to inform the planning for individual children.

Children's personal, social and emotional development is generally good. They are interested, confident and able to work on their own or as part of a small group. Children greet each other on arrival and are happy to participate in the activities on offer. They are eager to learn, self-assured in their play and happy to try new experiences. They are becoming good communicators as they use language to make their own needs known. For example, at snack time they make it known they do not like banana, carrot or milk. Children have plenty of opportunities to engage in conversations; this is extended by staff as they listen and question children during their play. For instance, 'What do we need to make a cheese sandwich?' and they confidently join in at group time, answering questions about their favourite fruits. Children enjoy an environment that is rich in print, listen attentively to stories and write for a real purpose in their role play, for example, taking messages when answering the telephone. They are beginning to be aware that print has meaning as they use self-registration name cards when they arrive. Children self-select books and are beginning to show some interest in print as they sit and re-tell the story, talking about the pictures in a book. There are some opportunities to

write letter shapes and this is successfully extended at circle time to activities to help children link sounds to letters.

Children benefit from individual support to help them count up to 10, and to recognise shapes, colours and sizes. For example, children use comparative size and positional language independently when putting a jigsaw together and building with bricks. However, staff do not maximise opportunities in everyday activities to consolidate children's mathematical awareness, particularly with regards to simple number problems and calculation.

Children use their skills imaginatively and participate eagerly in creative activities. They enjoy singing simple action songs, using their hands to represent five little ducks or five speckled frogs, use their voices to roar like lions, they jump like rabbits and express themselves through role play situations. For example, 'I am taking my baby to the shops'. They use a wide range of natural and man-made materials to explore and investigate, and show wonder as it begins to snow. They show curiosity at the shape, size and texture of carrots and talk about the change of texture when they are cooked, that you need to peel them and that they enjoy eating carrots raw.

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

The provision is satisfactory.

Children are warmly welcomed into the setting. They develop a strong sense of belonging as they become familiar with routines and participate enthusiastically in all activities. This results in children feeling valued and safe and secure, through which they develop self-confidence and a healthy self-esteem. Children are cared for by familiar, caring staff to ensure they develop secure and trusting relationships.

Children behave well because they know what is expected of them. They receive clear guidance and support to help them understand the actions of their behaviour. For example, behaviour such as not sharing or hurting each other is stopped immediately and clear explanations are given as to why this is unacceptable. As a result, children are learning right from wrong in a caring environment. They play harmoniously together and clearly enjoy each other's company as they seek out particular friends to hold hands with to go to the story bus.

An appropriate range of toys, resources and posters promote diversity and a positive view of the world. Activities are planned on a regular basis to help children learn about different lifestyles and varying needs. Therefore, children's social, moral, spiritual and cultural development is fostered.

Partnership with parents and carers is satisfactory. Good relationships with parents are developed which help children to settle easily. Staff have a positive and committed approach towards working with parents to ensure they meet children's individual needs. Parents are welcomed into the setting and are encouraged to be part of their child's day, for example, coming in to prepare snack and help with domestic duties. Parents receive appropriate information in a variety of ways; policies and procedures, access to children's assessment sheets and daily talks with staff. They say they are very happy with the service they receive. Their children are happy and well cared for and staff are very friendly and approachable. The notice boards are used

effectively to display information such as planning to ensure parents are involved in their child's learning.

## **Organisation**

The organisation is satisfactory.

Children feel at home and relaxed in the well organised environment. Space is used effectively to maximise play opportunities and children are able to relax, play and move around freely and safely. This means children remain happy and content and are confident to initiate their own play.

Recruitment and vetting procedures are robust and rigorous. This ensures staff are appropriately vetted and qualified. However, staff files need further developing to include evidence of recruitment and vetting procedures carried out. Staff have a strong commitment to training and access a wide range of suitable training in, for example, first aid, equal opportunities, positive behaviour management, 'Birth to three matters', working with parents and heuristic play. Children's experiences are enhanced by the access to such a wide range of training. Overall, the provision meets the needs of the range of the children for whom it provides.

Leadership and management of the educational provision is satisfactory. The two managers play an active role in the setting, providing day to day support for the whole staff team. Appropriate aims for children's care and education are shared with staff as they all attend and play an active part in planning meetings. This ensures they are included in the planning process and are aware of the learning intentions for focused activities. Staff use informal systems to evaluate and monitor the quality of the educational provision and work cooperatively with other professionals, such as the community teacher. This improves outcomes for children. Children's experiences are enhanced as staff continue to access relevant training and work well together as a cohesive team.

## **Improvements since the last inspection**

At the last inspection four recommendations were made and these were; to improve staff's knowledge of child protection procedures, to improve resources that reflect diversity, to alleviate noise at snack time and review all documentation.

The new committee are in the process of reviewing all policies and procedures and staff have up-dated their knowledge and understanding of child protection procedures. Therefore, children remain safe and appropriately cared for. Staff have begun to improve resources that reflect diversity and changed practice to alleviate noise at snack time. For example, staff carefully supervise children and calming music is played in the background at snack time. This results in children being cared for in a calm and caring environment where diversity is respected and reflected.

## **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 children have access to fresh drinking water at all times
- ensure clear procedures are in place if a parent fails to collect a child or a child becomes lost
- make areas safe for children, for example when using extra floor covering during the water play
- ensure records are in place that show all adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

#### **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 show an interest in number problems and simple calculation
- extend opportunities for children to learn how to operate simple equipment
- review the records of children's progress to identify their next steps in learning. Use this information to inform planning for individual children.

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