

# Killinghall & District Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	963474
<b>Inspection date</b>	20 March 2007
<b>Inspector</b>	Shirley Maynard
<b>Setting Address</b>	Otley Road, Killinghall, Harrogate, North Yorkshire, HG3 2DW
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<b>Registered person</b>	Killinghall & District Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Killinghall & District Playgroup has been running for several years. It is managed by a voluntary management committee, which includes parents of the children who attend the playgroup.

They operate from the village hall in Killinghall near Harrogate, North Yorkshire. A maximum of 24 children may attend the group at any one time. The playgroup is open each weekday from 09:00 to 12:00 term time only. On Thursday the session runs until 15:00 when older children can stay and have lunch together. They have one large playroom, kitchen, toilets and storage facilities. There is an enclosed yard for outside play and have access to the adjoining cricket ground.

There are currently 41 children aged between two and four years on roll. Of these, 37 children receive funding for nursery education. Children come from the local and wider community.

The playgroup employs seven staff. Of these, five hold an appropriate early years qualifications. The manager has recently completed a foundation degree in Early Years.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children stay generally healthy because staff follow appropriate health and hygiene procedures such as providing liquid soap and paper towels to use when washing hands so the risk of cross contamination is minimised. However, children are not always sufficiently supported when washing their hands independently or when wiping their noses. Children are well protected if they become unwell or have an accident. All staff hold an appropriate first aid certificate, and parent's have given permission to seek emergency medical treatment if required. Staff also follow a clear sickness and exclusion procedure.

Children are beginning to learn about healthy foods. A suitable range of snacks are offered each day including a wide variety of fresh fruit, toast, crackers and occasional biscuits. Children can choose from water or milk and their independence is encouraged as they pour their own drinks and select their snack which has to include a piece of fruit from the snack table. This develops their hand eye coordination and fine motor skills. Staff sit with the children as they begin to develop an understanding of which foods contribute to their good health and discuss where milk comes from and why it is good for them.

The majority of children choose to go outside every session and positively benefit from fresh air and plenty of exercise. Children are beginning to negotiate space and show increasing control as they play on the wide selection of wheeled toys. Staff are on hand to sensitively encourage them to share and take turns as they enjoying playing ball games such as football and cricket. Unfortunately, the free access to the outdoor space results in the indoors not always being suitably warm.

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

The provision is satisfactory.

Children greatly benefit from an environment that is safe and secure. For example, the main door is locked once the children have arrived, heaters are guarded and most electric sockets are covered. Parents sign their child in and then this is checked by staff. Visitors also sign the register on arrival to further protect children's safety. Other features include regular fire drills and children's understanding was greatly enhanced recently by a visit from the fire engine and crew from the local fire station who talked to the children about fire dangers. The children are also beginning to keep themselves safe as they are gently reminded not to run inside and to look where they are going.

Children are provided with a good range of safe, suitable and interesting equipment, furniture and toys to meet their developmental needs and cover all areas of learning. For example, dressing up clothes, small world, craft and a range of suitable books. Children develop a sense of belonging as they choose what to play with, relax and eat comfortably and safely as they use brightly coloured chairs and tables, cushions and carpet areas.

Vulnerable children are well protected as staff are fully aware of their responsibilities in safeguarding children. The manager is very knowledgeable about local procedures and knows appropriate action to take if she has concerns about a child in her care. A child protection statement is in place and available to parents. The statement highlights the importance of confidentiality and includes procedures for allegations against staff.

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

The provision is good.

Children enjoy and achieve as they have opportunities to access a range of interesting play and learning activities and experiences. The room is set up into specific learning areas, including role play, construction, creative, maths table and mark making. Children move freely and choose from the activities set out. Staff skilfully ensure that children's learning and knowledge is extended from open ended questions and challenges. Children are frequently praised and encouraged as they learn new skills, attempt to recognize their name and join in at circle time. The children also benefit from a secure routine and know when it is snack time, tidy-up time or circle time. This enables them to be confident in their environment as they know what is expected of them.

Nursery Education.

The quality of teaching and learning is good. Children are making very good progress as staff have a clear understanding of the Foundation Stage. Staff plan exciting activities that support children's learning as they progress through the stepping stones. During discussions with parents and completing the 'all about me' booklet, staff are able to assess the individual starting points of the children. The good use of age-appropriate questioning confirms what children know. The children are very focused and sit for long periods of time at an activity of their choosing. For instance, children were involved with making some play dough, when ready they added food colouring and describe how the red food dye changed the colour. The member of staff skilfully extended the children's vocabulary and introduced new words such as volcano and marbling.

Children are very confident in accessing the mark making table and sit drawing and writing with confidence. They are developing their independence as they select the resources and demonstrate good language skills as they talk to their friends about what they are doing. However, children have limited opportunity to recognize and write their names in the mark making and craft areas.

Children's mathematical development is supported through daily routines. They count the number of children at the snack table and how many chairs are empty. Children also enjoy number songs including 'five little ducks' as they learn to add and subtract. Children know shape and enjoy playing with jigsaws and using cutters in the play dough. They use their exploration and investigations skills as they learn how things work including, tape measurers, egg timer and musical instruments.

Children thoroughly enjoy regular visits from people in the local community. This term their topic has focused on people's jobs. The children have greatly enjoyed many visitors including a nurse, builder and a fire crew. Children are able to positively learn about the wider world and everyday situations. Lots of photographs of the visits are displayed and the children recall these visits with much enthusiasm.

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

The provision is good.

Children are welcomed into the setting and are valued, respected and encouraged to be fully included by staff. Children feel good about themselves as they are listened to and their achievements recognized. Staff display genuine care and warmth toward the children, showing

interest and commitment to their development and learning. Younger children are particularly well supported as they are cared for by consistent adults, which gives them a sense of security and belonging. The needs of children with learning difficulties and/or disabilities are well supported. Staff work in partnership with parents and other agencies to ensure appropriate support is provided according to individual children's needs.

Children learn about other cultures and celebrate festivals on a regular basis. They have some access to resources that reflect diversity in the wider community. For example, dressing up clothes, books and dolls which represent different cultures and promotes non-gender biased play. However, there is currently no system in place to monitor when resources are used. Consequently, children do not always have regular access and this limits their opportunity to know about their own culture and those of other people.

Children's behaviour is very well managed as they are gently reminded of the rules and boundaries. They know not to run inside, to share and take turns. Children respond to positive praise and encouragement, develop good self-esteem and play harmoniously with their friends. Staff are positive role models by saying please and thank you to the children. The older children are starting to take some responsibility for their own behaviour and for sharing resources. For example, by using an egg timer at the computer they clearly know when it is somebody else's turn.

Partnership with parents of children who receive nursery education is good. Parents have access to their children's files and recently parents were asked to complete a questionnaire. Partly as a result of this, a new system of appointments has been introduced at the start of the session for individual parents to discuss with the child's key worker the different aspects of the Foundation Stage and how the activities develop children's learning along the stepping stones. Regular newsletters and notice-boards keep parents up-to-date with current themes, health information and activities. Staff are very friendly and approachable and parents know how to make a complaint and what the role of Ofsted is in the process.

Overall, children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is good.

Children benefit from a well organised and relaxed environment which meets their needs. The children are happy as they play and learn in a well planned environment. Generous staffing levels and an effective range of policies and procedures ensure positive outcomes for children. Activities are attractively presented and staff knowledge and deployment allows children to initiate some of their own play and learning. Consequently, children demonstrate good levels of independence and confidence.

All regulatory documentation to protect children's welfare is accurately maintained and securely stored. This includes children's records, details, medication and accident book. All are regularly reviewed to keep in line with current legislation relating to suitability of staff, sickness and procedures and complaints.

The leadership and management is good. The manager has the full cooperation of the chair person and committee members, who are all very supportive of her role. Children benefit from her clear vision and commitment to providing quality care and education. She is fully aware of the strengths and weakness of the provision and continually looks for ways of enhancing the

accommodation and updating the resources. Staff training is fully supported and there is a very strong team spirit. Regular team meetings are held to discuss their key worker children or plan for their own individual development needs. Staff performance is positively monitored through good induction and twice yearly appraisals, all which positively contribute to good outcomes for children.

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

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

Two recommendations for improvement were made at the time of the last care inspection. The provider agreed to ensure good hygiene practices are in place regarding hand washing at snack time. Children use the sink in the toilets to wash their hands and benefit from liquid soap and paper towels, both of which reduce the risk of cross contamination. However, children are not always consistently supervised and a new recommendation has been raised. The provider also agreed to ensure that current legislation regarding the administration of medication are maintained and this now meets the National Standards.

Four recommendations for improvement were made at the last education inspection and have been successfully addressed. The opportunities for children to practise phonic sounds and link to letters in the daily routine has been enhanced by activities at circle time when children are encouraged to listen to sounds in words. Children also have name cards for self registration.

The opportunity for children to develop Information Technology skills that are age appropriate has been very successfully addressed. The play group has two laptops for the children to use. Children are very competent with these and enjoy a selection of age appropriate programmes that they can use independently. Other equipment includes tape measures, calculators and a digital camera, which greatly benefit children's understanding of information technology.

The new system of grouping children enables them to concentrate and listen at story time and group time has been developed. Children are split into groups according to age, ability or interests at specific times during the sessions. The activities are flexible to meet the concentration levels and age of the children in the particular group. Some activities are also undertaken with the key worker and link to a particular learning objective or interest.

Staff have successfully enhanced the organisation of resources to enable children to self-select from a range of creative materials to develop imagination and their own interpretation of the theme. Individual efforts are positively encouraged and children greatly benefit from a variety of resources laid out for them to select from.

Children's learning has benefited from the way staff have successfully introduced a system to monitor and evaluate their planning in relation to the Foundation Stage. They have sought advice from other agencies and regularly review the effectiveness of their own system. This is now successfully shared with parents.

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

Since the last inspection there has 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 complaint 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 children are appropriately supported in personal hygiene tasks such as hand washing and nose wiping
- ensure the setting is heated to an appropriate temperature.

#### **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):

- ensure children have regular access to resources which positively reflect diversity, including different cultures and those which positively promote disability (also applies to care).

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](http://www.ofsted.gov.uk)