



Phoenix Centre Playgroup

Inspection report for early years provision

Unique Reference Number	253925
Inspection date	14 March 2007
Inspector	Bernadina Laverty
Setting Address	Barnett Lane, Wordsley, Stourbridge, West Midlands, DY8 5PY
Telephone number	01384 273189
E-mail	
Registered person	The Phoenix Centre
Type of inspection	Childcare
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

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

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.

WHAT SORT OF SETTING IS IT?

Phoenix Centre Playgroup opened in 1972 and registered with Ofsted in 2001. The group caters for children with learning difficulties and/or disabilities only. It operates from three rooms within a mobile building on the grounds of Fairhaven School in Dudley, Stourbridge. All children share access to a secure enclosed outdoor play area. The setting serves the local community and surrounding areas.

The group opens five days a week during school term times. There are currently 19 children aged from two-and-a-half to five years on roll. Sessions are from 10:00 to 12:15, Monday to Thursday. On Fridays, there are two sessions operating, 10:00 to 12:00 and 12:15 to 14:15. The setting welcomes children who speak English as an additional language.

There are four full-time staff who work with the children, all of whom hold early years qualifications to NVQ level 2 or 3. Volunteer assistants work on a daily basis to ensure children

receive individual attention. The setting receives support from the Special Needs Advisory Service.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a very clean and welcoming environment where they are encouraged to learn about personal hygiene through daily routines. They have access to soap and paper towels and children are given assistance as their needs require. Detailed procedures are in place to ensure children are cared for appropriately if they become ill. All staff hold current first aid certificates and are proactive about renewing their training. Children are nourished because they are gently encouraged to taste different foods and healthy snacks including, cheese, crackers, fruit and hot cross buns. Water is made available to ensure children have sufficient fluids.

Children develop physical skills by enthusiastically participating in action rhymes, such as 'Roly poly' and 'The wheels on the bus'. They are moving their bodies in a variety of ways, including jumping and moving their hands, demonstrating they are learning to control their movements.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure and safe environment because good security arrangements are in place. Access to the premises is monitored via a security door and a visitors' book is used for signing in and out. Children are developing an awareness of fire safety as evacuation procedures are practised regularly and procedures include provision for carrying non-mobile children. All staff participate in regular training covering, food hygiene, fire safety and health and safety, ensuring they are up to date with current good practice guidance. Children use a stimulating range of suitable and safe equipment conforming to safety standards. This helps to create an accessible and stimulating environment.

Children are protected because staff understand their role in child protection and the importance of recording and reporting concerns. There is a detailed child protection policy in place and this is shared with parents. Staff attend regular training and are aware of possible signs of abuse or neglect.

Helping children achieve well and enjoy what they do

The provision is good.

Children are extremely happy, confident and clearly enjoy their time at the setting. They arrive very confidently with an escort and settle very quickly because they are genuinely welcomed by the dedicated staff team. Children take part in a 'Hello' song at the beginning of the session. Children's communication is encouraged extremely well and their individual needs are well respected. Staff know children well and support children in their play. For example, during table top activities children are encouraged to make a tall tower and they comment on it being

wobbly. Children's social skills are encouraged very well. They say 'please' and 'thank you' and vocalise their preferences as to what drinks they would like. Children enjoy playing with the vast range of toys and equipment available and their efforts and achievements are praised by staff. Children are learning to take turns and respond with excitement as they play, 'What's in the bag for us today'.

Children participate in a variety of activities to stimulate their sensory, physical and cognitive learning, including play dough, water and paint. Children with mobility difficulties are well supported and encouraged to develop their independence skills. They enthusiastically play with table-top toys, stacking rings, posting shapes and build towers using bricks. Children acquire new knowledge and skills as staff answer their questions and provide challenging activities. For example, whilst playing with play dough, children pretend to make chips and pizza. Whilst playing in the water, children comment on being wet, splashing and pouring water very enthusiastically.

Helping children make a positive contribution

The provision is good.

Children are treated as individuals and encouraged to learn, achieve and participate fully in all activities. They feel a sense of belonging and receive appropriate support. All have a wide range of additional needs and the setting works very well with a multi-disciplinary team of professionals to ensure children receive the best possible care. Disability equality training has been accessed by all staff so as to provide appropriate and considerate care for all children.

Children behave well. Children with communication difficulties are given visual clues, such as 'Makaton signing' and staff remain calm, using distraction to manage behaviour. A written statement on behaviour management is shared with parents and significant incidents are recorded. Children are learning about other cultures and the wider world through books and resources. All children have access to toys and resources that reflect positive images of culture, gender and disability.

Children benefit from the partnership between parents and the setting because their achievements and daily routines are discussed regularly. Parents are given comprehensive information about the setting and the learning programme, prior to children starting. Parents are kept informed in various ways including, written reports. They are encouraged to participate in regular surveys. Parents are supported in accessing funding and other support networks relevant to their child's particular needs.

Organisation

The organisation is satisfactory.

Children benefit from attending this welcoming, child-centred group. The adult:child ratio affords many opportunities for one to one attention and positively supports children's care, learning and play. Children benefit from a stable, dedicated, highly motivated staff team who clearly enjoy interacting and supporting children's individual needs. Recruitment and vetting procedures ensure children are well protected and cared for by staff with knowledge and

understanding of child development. However, procedures have yet to be finalised to check 'ongoing suitability' of staff, which potentially compromises children's welfare.

All required documentation, which contributes to children's health, safety and well-being is in place and is regularly reviewed. Regular staff training and meetings ensure good practice and areas for improvement are shared and identified. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

The playgroup has made good progress in addressing the previous recommendations relating to health and safety documentation, child protection, behaviour management and making drinking water available. Consents have been obtained for emergency medical treatment. The behaviour management policy has been reviewed and updated to include a bullying statement. The register accurately reflects children's time of attendance. The complaints policy now includes the name and address of Ofsted. Staff have attended child protection training to update their knowledge. Drinking water is now easily accessible and available to children throughout the session. The implementation of these recommendations ensures that children are safe and their welfare promoted.

Complaints since the last inspection

Since registration 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

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.

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):

- update recruitment and selection procedures for checking 'ongoing suitability' of staff.

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