

Hampers Green Kaleidoscope Playgroup

Inspection report for early years provision

Unique Reference Number	113554
Inspection date	14 November 2007
Inspector	Maureen Croxford
Setting Address	Hampers Green Centre, North Street, Petworth, West Sussex, GU28 9NL
Telephone number	07967 794224
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Registered person	Hampers Green Kaleidoscope Playgroup
Type of inspection	Integrated
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 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?

The Kaleidoscope Playgroup has been registered for approximately 20 years and there are currently 22 children on roll, of whom 15 are educationally funded. It operates in a local hall in the town of Petworth, West Sussex and serves the local community and the surrounding villages. Children have daily access to an enclosed outside play area.

Procedures are in place to support children with learning difficulties and/or physical disabilities, and for whom English is an additional language. The playgroup offers sessional care during the school term on Monday, Wednesday, Thursday and Friday. Most staff hold childcare and early years education qualifications and certificates in first aid training.

The playgroup receives support from a mentor from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are kept safe as several staff members hold first aid certificates and are confident in any actions they may take in an emergency. A full first aid kit is in place and contents are checked regularly. Staff record all accidents and incidents clearly and ensure that parents sign the accident book. The manager ensures that staff are fully aware of the medical needs of all children and this is displayed to remind them. Parents are required to give written permission before staff administer any medication.

Children are encouraged to generally follow the provisions hygiene routines. Staff ensure that soap, paper towels and steps up to the toilets and sinks are readily available. This helps to offer children privacy and allows them to develop their independence. However, children are not encouraged to wash their hands before eating their snack and are not always helped to understand procedures to help them learn about good personal hygiene.

Children enjoy a good variety of healthy choices of food at snack time, including fresh fruit and vegetables. They have the opportunity to discuss their likes and dislikes as staff sit with them and value their opinions. Staff plan topics and activities which help children to gain a greater understanding of healthy living. Evidence shows that children receive many opportunities throughout the session to enjoy physical play, both inside and outside. Quiet, comfortable areas are available for children who wish to rest and relax.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff ensure the environment used by the children is clean and appropriately maintained. Children's work is displayed whenever possible, such as collages, which helps to foster the children's self-esteem. The large hall offers ample space for children to enjoy a wide range of exciting activities and resources.

The provision has a wide range of safe furniture, in various sizes, which ensures that all children feel comfortable and secure in their surroundings. Children are able to choose from a good range of equipment, which allows them to develop their own ideas. They enjoy playing with and exploring a wide variety of toys, which are in a good condition. Regular cleaning rotas are in place for equipment, and children enjoy taking an active part in clearing away the resources they have used. Staff check the condition of materials and equipment regularly to ensure the safety of the children.

The staff and the parents committee see safety as extremely important and take positive steps to promote safety within the setting. Risk assessments are carried out regularly and are acted upon, for example, checking the hall and grounds, to ensure they are clean and safe before the children arrive. Staff have a good awareness of security and doors are kept locked and secure, which ensures that children are unable to leave the premises unnoticed. The provision has a secure outside area and appropriate staffing arrangements are in place to ensure that children are supervised at all times.

Children are protected as staff have undertaken training in safeguarding children. They have a good understanding of what actions to take if any concerns arise about possible abuse or

neglect. Strong policies and procedures support them in their work and these are readily available to parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy a stimulating range of resources and experiences provided by staff who plan for both the younger children and the curriculum for the educationally funded children. Staff have developed a comprehensive system of planning and use the Birth to three Matters framework, enhancing the quality of experiences offered to all children. This is clearly recorded by staff who use photographs, children's work and written observations to evidence the progress that children make.

Children benefit from staff working closely with parents and outside agencies, including a mentor from the local authority. They also benefit from consistent routines between home and pre-school, which helps to secure children's sense of belonging and emotional well-being.

Staff build strong relationships with children and offer them praise and encouragement when appropriate. They interact very well with the children, including meaningful conversation, good eye contact, reassurance and cuddles. All children are provided with many opportunities to use their senses. Staff discuss the importance of sharing which was reflected during an activity using the construction toys. A group of two- and three-year-olds co-operate and share the bricks to build 'a cage for the dinosaurs'.

Nursery Education

The quality of teaching and children's learning is good. Children make good progress towards the early learning goals and engage in a wide range of experiences and activities covering all areas of development. The staff are well qualified and experienced, and use their good knowledge of the Foundation Stage to plan a stimulating curriculum. They have developed a strong relationship with the local primary school which includes visits from the reception teacher. As a result, children are very well motivated and enjoy many exciting experiences to aid their learning.

Parents are given very good information about the Foundation Stage of learning through information displayed around the provision and the clearly written prospectus. Staff monitor children's progress and planning takes into account what children can do and how they will be sufficiently challenged. They encourage children during activities and planning shows how activities are extended to allow children that are more able to reach their full potential.

Children play well together and develop very good relationships with staff and their peers. They co-operate during play, taking turns and negotiating which equipment they wish to use, for example, when painting masks. They are encouraged by staff to be polite and behave well. Children are interested in their activities and show very high levels of perseverance and concentration, for example, when completing difficult puzzles. Children are beginning to select resources for themselves and work independently.

Children practise some early reading and writing skills, through the provision of writing materials in role-play situations. In the home corner the children have use of writing materials, clipboards, telephones and keyboards. They have good access to a wide range of books. Staff extend their vocabulary, for example, the names of the dinosaurs, which results in children exploring the

meaning and sound of words. Staff encourage children to mark-make, such as labelling their art work. However, there are few opportunities in everyday situations for children to see written words used in a variety of contexts.

Some children count confidently, solve simple problems and compare during daily routines and everyday activities. They use appropriate language to describe and compare size and quantity. Children show an interest in numbers and counting in all areas of the provision.

Staff offer children many opportunities to learn about the world around them, including living things and their local community. Children are developing their keyboard skills as they use the computers and other simple electronic toys. They are very confident when using the mouse and easily follow the simple instructions given. Staff plan many opportunities for children to explore other cultures and festivals.

Children's manipulative skills are well developed and they successfully use a wide range of tools and materials in the many creative activities offered. Children receive many opportunities to explore texture, colour and shape. Many worthwhile opportunities are offered which allow children to use their imagination in role-play, art and music. They enjoy singing simple songs and are enthusiastic when playing musical instruments.

Helping children make a positive contribution

The provision is good.

Staff make children feel valued and respect them as individuals. They use resources including books, role-play and dolls, which reflect diversity to help children appreciate and value each other's similarities and differences. Children benefit from the well-planned activities, such as the celebration of Christmas, Divali and the Chinese New Year.

Clear procedures are in place to support children with learning difficulties and/or disabilities including working with parents and outside agencies. Staff ensure that all children are included in the activities which develops their self-esteem and sense of belonging.

Children benefit, as staff are consistent in applying the provisions behaviour management procedures, which are shared with parents. Children are beginning to recognise the difference between right and wrong. Staff help children to understand why some behaviour is not appropriate and talk to them about how it makes others feel. As a result, children know what is expected of them and show high levels of confidence and self-esteem. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents are actively involved with the provision through the committee. They receive good information about the provision and children's activities, through clear, well-written and photographic information which is displayed. Staff and parents also share information informally on a daily basis as staff make time to talk to parents.

Staff and parents regularly discuss the progress of the children who receive nursery education at information sessions and informal meetings, using the children's assessment records. Clear systems are in place to ensure that all parents' comments and concerns are investigated.

Organisation

The organisation is good.

Most staff hold appropriate childcare and teaching qualifications, and all have experience of caring for children. They are well deployed and are aware of where they are most needed. While one member of staff reads a story another moved to sit with children to ensure that any disruption is calmed immediately and effectively.

The on-going training programme, for example, first aid, Safeguarding Children and NVQ training, contribute to the children's health, safety and well-being. Children benefit and make good progress in their learning due to the very good knowledge of the staff who extend activities naturally.

The leadership and management of the nursery education are good. The manager and committee have ensured that all those working with children in receipt of funding for nursery education have a good knowledge of the curriculum guidance. The committee provide good support on a regular basis. Systems are in place to monitor the quality of teaching and learning in the provision, such as quality assurance and staff appraisals. All required paperwork is in place and readily available including the daily record of attendance and operational plan.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last inspection the provision, the staff and the committee have developed a staff induction and appraisal system, which ensures that their training needs are identified.

They have reviewed the behaviour management procedure and ensure that positive behaviour is promoted within the setting. This ensures that children are aware of the provision's routines and procedures and know what is expected of them

The provision checks the fire detection and fire control equipment regularly in accordance with any recommendations made by the Fire Safety Officer to ensure the safety of children.

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.

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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):

- improve daily routines and procedures to help children learn about good personal hygiene

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 the opportunities in everyday situations for children to see written words used in a variety of contexts

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