

# Gloucester Road Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	116838
<b>Inspection date</b>	11 December 2007
<b>Inspector</b>	Joanne Graham
<b>Setting Address</b>	59 Gloucester Road, Reading, Berkshire, RG30 2TH
<b>Telephone number</b>	0118 9599548
<b>E-mail</b>	
<b>Registered person</b>	Gloucester Road Playgroup
<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 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?

Gloucester Road Playgroup opened in 1974. It operates from a self-contained building in the west of Reading, Berkshire. The playgroup use the whole building. A maximum of 20 children may attend the playgroup at any one time. The playgroup is open every weekday from 09:00 to 11:30 and 13:00 to 15:30, Monday to Thursday. This is for term time only. There is a fully enclosed outside play area for the children to use.

There are currently 40 children on roll. This includes 38 children who are in receipt of nursery education funding. Children attend a variety of sessions a week. The setting has provision to support children with learning difficulties and who speak English as an additional language.

The setting employs seven staff, of whom three hold a level 3 childcare qualification, one is working towards a level 3 childcare qualification and one has a level 2 childcare qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children regularly enjoy a range of activities that contribute to their health and develop their physical skills. For example, they run freely and explore the garden, are confident and competent with equipment, such as bicycles and tricycles, and climb, balance and jump on the large apparatus. Suitable hand washing and drying facilities help promote and support children's independence and encourages developing good hygiene practices. Procedures in place help to prevent cross infection. For example, cleaning tables before and after snacks, and adhering to the exclusion periods if children are ill.

Children are able to access water with individually labelled bottles. However, these bottles are not always replenished to accommodate the children attending. Children are sufficiently nourished as staff provide snacks, which are healthy, such as toast, various fruits, rice cakes and crackers. Children's pattern of attendance is considered when planning snacks to ensure they experience a good variety of healthy options. Children have their health and dietary needs met because staff work well with parents. All details are recorded and all staff are aware when preparing and serving snacks and drinks. Most staff hold a first aid certificate and the first aid box is easily accessible. This means they can give appropriate care if there is an accident. Good procedures and maintenance of paperwork ensures parents are kept informed of accidents and incidents.

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

The provision is good.

Good procedures ensure the safety of children on their arrival and departure. For example, staff stand by the entrance and monitor persons arriving and leaving, and children's attendance times are accurately recorded by their parents. Children are kept safe as staff complete daily risk assessments and minimise most potential risks, such as fire exits are not blocked and children do not have unaccompanied access to the kitchen. However, some pipes in the main room are hot and accessible to children. Children and staff practise emergency evacuation procedures regularly. This helps to promote children's wellbeing.

Children play and learn in a welcoming and friendly environment where they can move around safely. They have easy and safe access to toys and resources that are stimulating and suitable for their age and stage of development. Children confidently self select their chosen activities from the low shelving and particularly enjoy choosing resources to support their creative activities. Staff deployment is very good and guarantees children are well-supervised and safe at all times. Children's needs and welfare are promoted as they are never left alone with persons not vetted. The outdoor play area is safe for children to enjoy fresh air and play with good quality equipment that is suitable for their ages and needs. Staff are aware of child protection policies and understand the procedures to follow if they have any concerns. This supports children's welfare.

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

The provision is good.

Children's creative and imaginative development is encouraged through activities, such as art and craft, painting, matching movement to music, singing, role-play and dressing up. Children

enjoy and learn from a range of activities that allow them to explore and investigate. They particularly get pleasure from observing how the soap suds dissolve in the water and feeling the texture. Children independently choose from a range of activities that are easily accessible and provide stimulation. The room layout supports children's development well as it is divided into particular areas of learning with resources closely available to increase learning.

Children are settled, happy and content. They confidently approach adults for support and comfort and are beginning to build up positive relationships with their peers and staff. They respond to adults who are interested in what they do and say, and staff offer sensitive support, moving learning forward. Children have their individual needs met well as staff demonstrate they have a good knowledge of their likes, preferred activities and interests and provide a range of developmentally appropriate activities to support learning needs.

#### Nursery education

The quality of teaching and learning is good. Staff use good questioning techniques to stimulate thought, challenge children and have a good knowledge of the Foundation Stage. They use lots of praise and encouragement to build children's confidence and self-esteem. This helps increase children's interest and learning. Staff are good role models and demonstrate a positive attitude towards learning by presenting activities in an interesting and enthusiastic manner. They actively encourage children to join in with spontaneous activities and children respond positively. For example, making the Tweenies floor puzzle figures. Staff foster children's curiosity well by providing activities which stimulate their senses. Children enjoy investigating and exploring different media, such as sand, soap suds, digging the mud in the garden and squeezing the glittery dough.

Staff observe children in their play to inform future planning needs. A new system to adapt activities has been introduced to planned focus activities and this is beginning to support and extend most children's individual learning needs. Staff are not always effectively managing occasional behaviour deterioration inside the setting and this is beginning to impact on some learning opportunities.

Children are becoming confident and competent learners who are keen to join in planned and spontaneous activities. They use one-handed tools with increased dexterity and skill, such as scissors, paint brushes, rolling pins and the computer mouse. They join in with singing enthusiastically and particularly enjoy the action rhymes. Children use their imagination and express their ideas in a variety of ways. They act out well-known scenarios and stories during role-play. Children are confident in using information technology. They have access to a wide range of computer programmes and complete these keenly. Children learn about different cultures and beliefs through well-planned topic work, such as religious festivals. Children understand the concept of simple additions and subtraction as these are reinforced within everyday situations and can say what is one more or one less. For example, they compare the number of pieces of apple left at snack time to the number of children eating to ensure there are enough.

Most children can recognise their own name during snack time and to self-register. Some children are beginning to form recognisable letters and to label their own work. They mark-make in everyday situations and have access to a wide range of different written text. Children have good independent skills. They see to their personal needs, such as changing their shoes, putting on their outside coats, visiting the toilet and washing hands.

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

The provision is good.

Children are treated with respect and their individual needs are valued. They are all welcomed into the setting and a familiar routine helps them to feel comfortable, relaxed and secure. The staff introduce topics to teach children about other cultures. Themed activities, together with sufficient resources, help children develop a positive attitude to others. For example, dressing up clothes, hand decorating to celebrate Eid and creative activities, such as making a pumpkin head. Children's spiritual, moral, social and cultural development is fostered. There are systems in place to support children with learning difficulties and disabilities and for whom English is an additional language. Staff attend additional training and use paperwork to record individual learning needs when necessary. However, children who speak English as an additional language are not always sufficiently supported with regard to reminders about the accepted rules, boundaries and the routine, as visual signs are not always available to use. This can lead to behaviour deterioration and other children mimicking these actions, such as running inside the setting.

Children's behaviour is generally good. They work harmoniously with others and are beginning to learn acceptable social skills, such as sharing and taking turns using popular equipment, such as the computer, bicycles and footballs. Children benefit from constant praise and encouragement, and respond positively to sensitive reminders of behaviour from staff. Most are aware of accepted boundaries and the rules in the setting.

The partnership with parents and carers is good. An effectual two-way flow of communication helps to develop strong relationships with their child's key worker and contributes to continuity of care. Parents are able to share their child's achievements with staff regularly and have access to their records of achievements. Working closely together reinforces how staff respect the primary carer's knowledge about their child's developmental needs. Regular newsletters, termly reports and up-to-date notices help to strengthen this partnership benefiting the children's development, welfare and individual needs.

## **Organisation**

The organisation is good.

High staff ratio's ensure children receive good support to feel comfortable, happy and settled. The committee and management encourage and support staff training, and staff are committed to attending further childcare training and development courses. This helps them reflect, monitor and improve the quality of the care and education they offer to all children. Leadership and management are good. Annual appraisals and regular team meetings help staff to identify their strengths and areas of development. The supervisor and parents' committee recognise the importance of planning and maintaining children's developmental records and ensure staff have time to complete these. Staff have a clear sense of purpose, are aware of their roles and duties, and work effectively as a team. Staff rotas support staff with identifying their daily tasks. Staff have regard for children's welfare and wellbeing. Vetting, recruitment and suitability checks ensure children are well protected and cared for by staff with knowledge and understanding of child development.

Extensive written policies and procedures work in practice to promote children's health, safety and ability to make a positive contribution. Record keeping systems are used well to meet children's needs. All regulatory documentation and details are in place and kept for required

periods. These are stored securely and confidentiality is maintained. The provision meets the needs of the range of children for whom it provides.

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

At the last inspection, the setting had recommendations to develop procedures to protect staff from allegations of abuse and to provide parents with contact details of the regulator. Policies and procedures have been up dated to reflect these recommendations and all staff receive copies of these. Details of the regulator are on display for parents to access.

At the last nursery education inspection, the setting had two points for consideration only. Children benefit from experiencing different repertoires of music through listening, music and movement sessions and by accessing musical instruments to make their own sounds and rhythms. This helps to increase their creative skills. Staff have developed a consistent system to assess the children's development and their next steps of learning. They carry out regular observations and transfer this information to the children's records of achievement and to inform their future planning. This supports children's learning well.

### **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 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 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):

- make sure children's water bottles are replenished in line with their attendance so they are able to access according to their needs
- make sure hot pipes in main room are made safe to the children
- ensure children with English as an additional language are continually supported with the accepted rules, boundaries and routine through effective use of visual symbols.

#### **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):

- continue to develop systems to provide sufficient adaptation to planned and unplanned activities to support individual learning levels
- increase methods to prevent children running inside to ensure this is not impacting on learning opportunities.

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)