



Duffield Playgroup

Inspection report for early years provision

Unique Reference Number	206760
Inspection date	12 January 2006
Inspector	Rosemary Linda Tomkins
Setting Address	Park Road, Duffield, Belper, Derbyshire, DE56 4GT
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Registered person	Duffield 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?

Duffield Playgroup opened in 1986. It operates from the pre-school room within Duffield Meadows Primary School in Duffield, Belper, Derbyshire. A maximum of 24 children may attend the playgroup at any one time. The playgroup is open each weekday during school term times from 09.00 to 11.30 on Monday and Tuesday and from 13.00 to 15.30 on Wednesday, Thursday and Friday. All children share access to a secure enclosed outdoor play area.

There are currently 38 children aged from 2 to under 4 years on roll. Of these, 24 children receive funding for nursery education. Children come from the local area. The playgroup supports children with special educational needs and children who speak English as an additional language.

The playgroup employs four full-time staff. Four of the staff, including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of personal hygiene through daily routines. They know, for example, that they have to wash their hands before snack-time and after using the toilet. Staff follow effective procedures such as, regular cleaning of the tables to sustain good levels of hygiene and help reduce the risk of cross contamination. However, staff do not always ensure there is soap in the bathroom to enable children to follow good hygiene practice. In addition, the nappy changing practice does not adhere to the written policy. Clear procedures for sick and infectious children are used to help prevent the spread of infection and keep children healthy.

Children benefit from healthy snacks; they have a variety of fruit and cheese and drinks of water or milk. Fresh drinking water is available in a jug throughout the session for children to help themselves. Individual dietary needs are discussed with parents and recorded on children's registration forms. This helps to ensure children remain healthy and parents wishes are met.

All children enjoy playing outside during the session. They join in free-play and organised activities, such as running and using wheeled toys. Children have walks in the local area on a regular basis. This means that children have a positive attitude to exercise and maintaining a healthy lifestyle.

Children are comfortable and secure in the quiet area where they use large cushions for rest. All are supported by staff who ensure their daily routines are followed.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very well organised environment, where risks to children are limited through good safety and security procedures. Staff monitor access to the group at all times; the entrance door is locked and visible from the pre-school room. The times of children's attendance and departure is recorded but there is no record of the times of arrival and departure of the staff. Therefore parents are not always aware of who is caring for their children. The outside play area is secure and protected from the school playground by a fence and a gate. The staff ensure there are extra staff for walks to help children stay safe and there are clear written procedures in place. Risk assessments are completed regularly together with daily

safety checks for the pre-school room and outside areas.

Children use a range of safe, good quality, developmentally appropriate resources. These are very well maintained and presented by staff to enable children to choose from the varied range stored at low level. Staff consistently explain safe practices, such as not holding scissors near faces and forming a line to go outside. This helps children learn to take responsibility for keeping themselves safe. However, the fire drill record lacks detail and evaluation and does not ensure that all children who attend the group have practised the evacuation procedure. Therefore some children are not aware of safe evacuation procedures.

Children are protected by staff who have a good understanding of child protection issues and follow the correct procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children are secure and happy in the welcoming, caring environment. They have warm relationships with staff who are kind and attentive in their approach to them. Children are learning to work co-operatively and they help each other well. For example, the staff introduce new children to their peers and ask them to 'help find out where the toys are'. Staff have good procedures to help settle new children into the group.

Children are building on existing skills because staff spend time talking and playing with them. The effective key worker system ensures that staff have a secure knowledge of children's individual needs and that their expectations of the children's abilities are realistic. Staff use the 'Birth to three matters' framework effectively to develop and progress the children.

The good adult to child ratios ensure all children are well supported. In particular, the quieter, newer children benefit from personal attention because it helps them feel secure and develop confidence. Staff make effective use of praise and encouragement and ensure personal achievements are rewarded with a 'well done'.

Nursery Education.

The quality of teaching and learning is satisfactory. There is a well organised staff team who have developed their knowledge and understanding of the Foundation Stage well to judge the impact of activities on the children. Staff plan and provide a varied range of activities under each area of learning; the learning intention is recorded and relates to the stepping stones so that all aspects are covered. Generally, children's enthusiasm and attention are maintained to ensure children are achieving and progressing. Resources are good and allow for an interesting range of planned and free choice activity. However, staff do not always ensure resources are complete when offered to the children. For example, there is no 'money' in the cash-register in the home corner. This means that children cannot fully enjoy their imaginative play.

Staff use effective methods to maintain children's interest, such as spending the majority of their time working directly with the children and asking understandable questions. This means that children are appropriately challenged and engaged. However the grouping of children during circle, story and free play periods does not always allow children to concentrate because the children have different abilities and are at various stages of development. Staff stimulate and engage the children with varying approaches. Children are clear about the purpose of adult led planned activities and frequently join in with their own ideas and home experiences. Development is good, particularly in the areas of communication, language and literacy, knowledge and understanding of the world creative and physical skills. Behaviour is well managed and this results in a calm and caring environment for children.

Children show a strong sense of belonging as they greet each other and staff on arrival. Children are interested and absorbed in their free play as they select and carry out activities and assume responsibility for personal care. They are encouraged to visit the bathroom independently and help tidy activities away. Children are progressing towards further developing their independence and managing their own tasks by serving their own snacks. Children are friendly, show care and concern for others and respond positively to staff's high expectations of levels of behaviour.

Children speak clearly and confidently with each other. They listen intently to stories and independently select books for pleasure. They are beginning to recognise their own names and are able to sound letters in words. Children demonstrate that they know how to form letters as they practise writing and make recognisable marks on paper. For example, making appointments in the hairdressing diary.

Children are beginning to understand and use numbers. They count meaningfully up to five and in some cases beyond. They are developing problem solving skills during everyday routines, such as using their fingers to decide how many speckled frogs are left during the song. Children demonstrate that they understand shape, quantity and size as they name and compare shapes in jig-saws. This means that children use number names and number language spontaneously.

Children develop an initial sense of time and place through walks in the community and visitors, for example trips to the library and visitors to the group, such as the lollipop lady. Children are introduced to other cultures and customs as they celebrate Divali and Chinese New Year with food tasting, dressing-up and stories. They are fully developing their knowledge of the natural world as they have regular opportunities to investigate growing things and use natural materials.

Frequent use of the outdoor areas help children develop their physical skills. They enjoy running, pedalling bicycles and use outside activity equipment competently. Children use pencils, paintbrushes, cutters and one handed tools with good control. They express themselves by exploring different textures, such as play dough, and name colours competently. They use their imagination and a range of rhythmic movements as they take part in singing nursery rhymes and music sessions. Free play is used well by the children who enjoy making up their own imaginative games, such as pretending to be hairdressers.

Helping children make a positive contribution

The provision is good.

Children enjoy positive relationships with the staff and with each other. They are valued and respected as individuals and their confidence and self-esteem is developed well by staff with use of praise and encouragement both on arrival and during their play throughout the session. Staff ensure that the resources positively represent the children who attend, as well as individuals from the wider community. Children visit the local library. They also benefit from visits from parents, for example one parent is a doctor another is a nurse this helps to increase their knowledge of the world around them and raise children's awareness of diversity and develop a positive attitude to others. Children behave well, they take turns, share, help each other and remember to say 'please' and 'thank you'. This positive approach fosters children's spiritual, moral, social and cultural development.

The playgroup's policies and procedures promote inclusion for all children. The entrance to the school and pre-school room ensures it is suitable for all to access. Currently, the playgroup does not care for any children with special needs or specific language requirements. But the staff team have an effective system to ensure that all children are fully included and parents are provided with appropriate support.

All children benefit from the positive partnership staff have developed with parents and carers. This means children settle well because staff work closely with parents to ensure their child's needs are met. Parents are made aware of how the setting operates through the prospectus. They are informed of topics and operational changes verbally, from the parents' notice board and newsletters. Children's individual needs are discussed and recorded, daily exchange of information keeps parents informed of their child's well-being and progress records are accessible to parents.

Partnership with parents and carers of children who receive nursery education is good. They receive detailed information on the educational programme, they are actively involved in providing resources for their children and have open access to regular written development reports.

Organisation

The organisation is satisfactory.

Leadership and management is satisfactory. There are robust recruitment procedures which ensure staff are appropriately qualified and vetted. The manager ensures there are the required level of qualified staff working with all children. Staff are sufficiently experienced and knowledgeable to ensure children's individual needs are fully met. Children in the playgroup in receipt of funding for nursery education are achieving and progressing because the teaching methods are generally effective.

Children's records and staff details are stored securely in the storage cupboards and available for inspection. Staff attend training on a rolling programme and are keen to increase their understanding of children's development and knowledge of appropriate

activities. Staff are supported by an advisory teacher who provides positive examples of good practice to increase their knowledge and understanding of how children learn.

Induction training and appropriate policies and procedures work in practice to keep children healthy and safeguard their welfare. There are clear systems in place for recording accidents, medication and attendance. Most documentation is maintained to a good standard. The policies and procedures are continually undergoing review and update to reflect the progressive improvement of the operational practice. Overall, the provision meets the needs of the range of children who attend the nursery.

Improvements since the last inspection

Care

At the last inspection the playgroup was asked to ensure children's safety so that children do not have access to cleaning materials and the kettle.

The staff have moved the cleaning materials to a storage area that children cannot access and the kettle and lead are positioned above children's eye-level in the kitchen area. This means that are children are not exposed to any hazards concerning cleaning materials or the kettle.

Nursery Education

At the last inspection the playgroup was asked to plan the deployment of staff to include time in the book-corner to encourage children's use and enjoyment of books; plan activities to develop children's climbing skills and their understanding of the importance of staying healthy and the changes that happen to their bodies when they are active; include into the assessment records, children's achievements and progress in understanding about their own cultures and beliefs and those of other people.

The daily routine has been reviewed and now includes periods throughout the session where children can choose to select books for pleasure and enjoy an adult-led story time. As a result children are learning to handle books carefully and have favourite books. Children have regular periods of outside play during each session. They enjoy riding on wheeled toys, running and climbing on equipment. The planned activities include themed work on healthy lifestyles, consequently children are beginning to show an awareness of healthy practices with regard to eating and hygiene. Children's individual assessment records clearly show achievements, progress and attitude to learning which are used to plan the next steps in learning. Staff ensure children celebrate festivals and have opportunities to visit the surrounding community to increase their knowledge of the wider world.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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):

- ensure the nappy changing practice reflects the written policy and soap is always available in the bathroom
- review the fire drill record and ensure all children practice an emergency evacuation and ensure the staff register contains the arrival and departure time of all staff

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):

- review grouping of children at story and circle times to allow younger children to develop at their own rate
- review free play periods to provide older children with more focussed activity to progress further
- ensure that resources are complete and allow children to progress

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