



Earlydays Playgroup

Inspection report for early years provision

Unique Reference Number	309292
Inspection date	04 July 2006
Inspector	Ann, Theresa Flynn
Setting Address	The New Village Hall, Moss Side Way, Leyland, Lancashire, PR26 7XU
Telephone number	01772 621 455
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Registered person	Early Days 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?

Early Days Playgroup has been registered since 1987. It operates from a village hall that has a main playroom, adjoining toilets and kitchen and there is a fully enclosed outdoor play area. It is situated within Leyland. A maximum of 25 children may attend the setting at any one time.

There are currently 65 children aged from two to under five years on roll, 37 of whom receive funded nursery education. Children attend for a variety of full and part-time

sessions. The setting currently supports children with learning difficulties and none of the children speak English as an additional language.

The setting opens five days a week, during term time only. Sessions are from 09.00 until 11.45 and 12.30 until 15.00 Tuesday, Wednesday and Friday and from 09.00 until 12.00 noon Monday and Thursday. There are six staff that work with the children on a full and part-time basis. Five of the staff have early years qualifications to levels two and three and one member of staff is currently undertaking training to level four. The setting receives support from Sure Start.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy a very good range of physical activities both indoors and outdoors, providing them with regular access to fresh air. They enjoy a wide range of resources including a climbing frame, slide and age appropriate bikes and cars, thus promoting children's health and well-being.

Children are well nourished through the provision of healthy snacks, which includes fresh and dried fruits and other nutritious snacks from which children freely choose. Children benefit from easy access to drinks, which they access themselves, thereby helping to develop their personal independence and providing children with healthy choices.

Children stay healthy because staff generally follow good hygiene practices. For example, using gloves when preparing snacks and cleaning tables prior to snack time. However, children do not consistently wash their hands prior to snack, as they access snack when playing outdoors without being involved in hand washing, thus compromising their health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure, safe indoor and outdoor environment. The environment is bright and colourful with displays of children's work around the walls, many varied resources are available at child height which children freely access, thereby providing a welcoming environment. Space is well organised into planned areas, which enables children to enjoy varied choices from a balanced range of continuous provision.

Children are beginning to learn to keep themselves safe. For example, by being involved in weekly emergency evacuation practices and through activities which, for example, depict a mock building site and involve children in wearing hard hats to keep them safe. Staff also raise children's awareness of road safety when on outings to the local park thus developing children's awareness about personal safety.

Children are adequately protected, because staff are well informed through written child protection procedures. Staff understand the correct procedures to follow in the event of concerns about any child in their care and therefore, children are appropriately protected.

Helping children achieve well and enjoy what they do

The provision is good.

Activities and opportunities provided for children are good. A varied, stimulating and interesting range of age appropriate resources and activities are available. These include a role-play area reflecting a hairdressers, sand, water, craft activities, painting, outdoor play and singing, all of which provide interest, stimulation and challenge to help children progress and enjoy their time at the setting.

Children access activities both indoors and outdoors wandering freely to choose from the good and varied range of resources available. Staff are well deployed offering appropriate support and guidance without over directing children's play. The children in the 'hairdressers' initiated their own play, socialising well, developing language and imagination with staff available to offer support and guidance when necessary, thereby maximising children's learning experiences.

The younger children are involved in all activities, which are adapted to provide age appropriate play opportunities, thus providing an inclusive environment which meets the individual needs of all children.

Nursery Education

The quality of teaching and learning is good.

Children benefit from the staff's sound knowledge of the Foundation Stage and effective teaching helps children make good progress towards the early learning goals. Children are questioned and challenged by the staff, who ask appropriate questions to help children to think and to learn at their own pace. For example, when discussing aeroplanes and where they go in the world.

Planning includes all six areas of learning. However, the present planning system is complicated and repetitive and does not clearly show how children's assessments are used to inform future planning. Assessments and observations of the children are undertaken to ensure children are appropriately supported and challenged. However, the system of recording children's progress does not always provide a clear picture of their progress.

Children are encouraged to be independent and are able to make their own choices for learning. The curriculum is sufficiently matched to children's interests and there is an appropriate balance between child-led and staff-led activities.

Children are developing confidence through appropriate praise and encouragement. For example, when being praised for their efforts during their constructions with the blocks and when writing their names forming recognisable letters on their paintings,

thus helping to develop confidence and self-esteem. Children are socialising well as they learn to wait their turn for various dressing up items, as staff explain effectively about 'sharing time', thus developing children's understanding of how to share. Children's personal independence is developing as they learn skills, such as accessing their own drinks from the water dispenser.

Children are developing their literacy skills as they form letters within their names correctly. They are developing their understanding of mathematics, as they count the building blocks they use when constructing and are able to deduct one number from another, thereby developing their understanding of calculation. Children are learning about the world in which they live by undertaking visits to places, such as the theatre, wildlife park and every day places, such as the shop and laundrette. This provides children with good hands-on experiences and opportunities to develop their understanding of the world in which they live. Children's creativity is developing well through good experiences, such as painting, gluing, construction and dressing up, all of which provides good and varied opportunities to develop children's creativity and imagination.

Helping children make a positive contribution

The provision is good.

Children are developing their awareness and understanding about diversity. They have access to a good range of resources, including ethnic dolls with appropriate clothing, gender dolls, and books which reflect diversity. Visits involving people from other cultures and religions, such as Hindu, help children to understand about various cultures and beliefs. Activities and discussions including for example, food tasting using foods from around the world, dressing up in sari's and ethnic jewellery and using henna paint, help to re-enforce their learning and understanding of the diverse society in which they live.

Children are valued, included and have their individual needs met appropriately. Children's all round needs are catered for and all children are included within the setting. Activities are adapted when required to ensure an inclusive environment is provided. Staff work consistently with parents and other carers to provide continuity of care, thus working in the best interests of the children.

The behaviour of children is good. They accept and work with age appropriate strategies, praise and encouragement, to promote positive behaviour and to develop their confidence and self-esteem. Children's spiritual, moral, social and cultural development is fostered appropriately as they learn, for example, to take turns and share.

The partnership with parents and carers is good.

Children's individual needs are well met because of the good relationships which have been established with parents. Information is shared through written policies and procedures, routines, newsletters, daily discussions and information about the Foundation Stage which is provided for parents.

Parents are informed about their child's learning through regular progress meetings and written reports, thus keeping them well informed. A formal system for seeking parental views regarding children's learning at home is maintained. A reading at home scheme which involves children taking books home to 'read' with parents is in place. A home link scheme encourages parents to provide topical items and ideas and helps to involve parents in their children's learning, thereby helping to develop a strong link between home and pre-school.

Organisation

The organisation is good.

Overall, the provision meets the needs of the range of the children for whom it provides. Time and space is well organised so that children are able to independently play and relax within the setting. Children easily access varied resources both indoors and outdoors, which helps in promoting their all round development. Time is effectively organised to cater for structured and free play, quiet and snack times, therefore meeting children's individual needs.

Adequate procedures are in place for the recruitment of staff, who are trained to level two and three in childcare. Good staff-to-child ratios are consistently maintained, thereby ensuring that children receive good levels of support to help their individual developmental requirements. A key-worker system for the children is implemented and a formal system of staff appraisals and development is in place, which involves staff identifying their own training needs and as a result, improves the provision for children.

Documentation is maintained in line with National Standards and therefore, helps in promoting the safe and efficient management of the setting. Thus, the welfare and care of children is maintained.

The quality of leadership and management of the nursery education is good.

There is a clear understanding of what children are intended to learn; staff are able to identify areas for improvement and are clear on their roles and responsibilities. Curriculum planning is in place and is implemented, delivered and monitored by all staff. Regular staff meetings, in which monitoring of the nursery education is discussed, ensure the provision of nursery education is effective in helping children progress.

Improvements since the last inspection

Following the last inspection one action relating to documentation and four recommendations were raised, three in relation to documentation and one relating to the organisation of resources.

The one action has received attention and a written procedure is now in place regarding a parent failing to collect a child.

All four recommendations have received attention, the operational plan has been revised and includes all that is stated in the Sessional Day Care guidance to the National Standards page 11. Daily risk assessments are in place, policies and procedures have been revised and formalised and resources have been reorganised to allow children free choice in their play.

Due to the action taken the care, education and safety of the children has been enhanced.

Complaints since the last inspection

Since the last inspection Ofsted has received one complaint relating to Standard 11; Behaviour. The complaint related to staff managing children's behaviour inappropriately. Both the provider and Ofsted investigated the concern raised in January 2005. No evidence was found of staff using inappropriate strategies to manage behaviour. The provider remains qualified for registration. The provider has made a record of the complaint in their complaint record.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints recorded 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 positive steps are taken to promote the good health of children and prevent the spread of infection by reviewing hand washing procedures

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):

- revise the way in which curriculum planning is recorded to ensure clear and concise recording is maintained which clearly shows how children's

assessments are used to inform future planning.

- ensure children's assessments and observations provide a clear record of children's progress.

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