



# Hingham Pre School Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	254116
<b>Inspection date</b>	12 June 2006
<b>Inspector</b>	Sally Ann Hubbard
<b>Setting Address</b>	Lincoln Hall, The Fairland, Hingham, Norfolk, NR9 4HN
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<b>Registered person</b>	Hingham Pre School Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Hingham Pre-School Playgroup is managed by a voluntary management committee, made up of parents of children attending the pre-school. It opened in 1971 and operates from the Lincoln hall in the village of Hingham in Norfolk. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open on Monday and Friday from 09.30 until 15.30 and on Tuesday, Wednesday and Thursday from 09.30 until 12.00 during term time only. Children have access to a

fully enclosed outdoor play area.

There are currently 35 children from 2 to 5 years on roll. Of these 16 receive funding for nursery education. Children attend from the local area. The playgroup supports children with learning difficulties and who have English as an additional language.

The playgroup employs five members of staff. Of these, three are appropriately qualified and all are experienced. They receive support from the Children's Services Early Years link teacher.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's health is generally promoted because staff implement appropriate hygiene procedures, for example, tables are covered and wiped to ensure they are clean before children sit to have snacks and meals. Children are all encouraged to wash their hands before they eat. However, they are not learning why they need to do this as no discussions take place while they wash their hands to help them understand about good hygiene and germs.

Children's medical needs are met and they are suitably protected from risk of illness and infection because staff follow detailed procedures if a child is sick at pre-school. Staff can respond appropriately to accidents and emergency situations because they are trained to administer first aid and keep the required records in respect of accidents and medicine administration.

Children enjoy a nutritious, healthy snack of several different kinds of fruit, for example, banana, orange, apple, pear and kiwi and can choose between milk or water to drink. They independently access drinking water throughout the day as cups and a jug of fresh water are available on a side table. Children choose when they come to the 'café' to have their snack, they sit with their friends and eat at their own pace. Some children stay for the afternoon session and they eat their lunch sitting at tables with adults, this is a relaxed, social time for them. Although children are eating nutritious snacks they do not have discussions to help them learn why their food and drinks are healthy and good for them.

Children enjoy a range of planned activities to help them develop their physical skills, move freely around the room and use the space well to be physically active throughout the day. Staff make sure they do a warm up session before they start the PE session and also ensure they have a cool down before they finish. However, staff do not discuss with children the changes that are taking place in their bodies, for example, why they get hot when they exercise. Children develop their small physical skills as they use different equipment and tools, such as the play dough rollers, cutters and plungers, sand tools, threading, construction toys and mark making implements. They skilfully pour their own drinks and wash up their cups and plates at snack time.

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

The provision is good.

Children are greeted by friendly welcoming staff who prepare the premises and activities well. They implement effective procedures to check for safety before children arrive. Children independently access the good range of activities and additional resources as these are available on low level storage units within the hall. Children's safety is further promoted as furniture and equipment is safely stored when not in use. They enjoy having sufficient space to move freely around between the activities as they play.

Children's safety is positively promoted because staff undertake safety checks on all equipment as they get it out and thorough risk assessments are also completed. Children are well supervised and staff react quickly, if they need to prevent accidents. Children know how to get out of the building safely as they regularly practise the emergency evacuation procedure. They learn about keeping themselves safe as staff talk to them about not running in case they fall and hurt themselves.

Children's welfare and safety is further protected because staff have good awareness of child protection issues. They are very clear about the procedures they would follow and know exactly what to do if they have concerns about a child. The protection of children and keeping them safe is their priority.

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

The provision is satisfactory.

Children are confident on arrival and nearly all of them immediately involve themselves in the available activities, the dough and sand are very popular and staff sit with them and welcome them. Children especially enjoy looking at the snails brought in by a member of staff. They spend a considerable amount of time at this table studying the snails, asking questions and looking at information books. They develop independence well as they can choose any of the activities and select something different from the low storage units if they want to. They are quite confident and are good at undressing and changing for the PE session, staff guide and help the younger ones, for example, showing them how they can take off their own shirts and put their shorts on.

Children have a good rapport and relationships with staff who show they have a sense of fun. They interact well with children who are comfortable and relaxed with them. They have an appropriate range and balance of activities available that cover all areas of learning and staff are mostly available to support them as they play. Staff are beginning to look at the 'Birth to three matters' framework and will use this to help them meet the developmental needs of the younger children at playgroup.

## **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have satisfactory knowledge and understanding of the Foundation Stage. They know what they are expecting

children to learn and where the activities link to the Foundation Stage. However, they do not always maximise on learning opportunities that arise for children during everyday play, such as at snack time and during physical play. They are all involved in the planning, and although the long term plans are displayed, short term plans are not available and therefore not always effectively implemented, resulting in children not being sufficiently challenged.

Staff are positive, they give children praise and provide good role models for their behaviour. They prepare the room well before the children arrive and set out a good range of activities for them making it a welcoming learning environment. They make different areas for play, for example, they section off an area for physical play and also have a quiet and messy play area. However, staff are not always clear about their responsibilities during the session. They frequently have to leave children at the activities to attend to other matters, this impacts on children's ability to concentrate.

Assessment records are in place for each child and staff record observations in these. They know the children well and can identify where they need to make progress and develop, however, they are not yet using the assessments to inform their planning and therefore all children may not make the best possible progress.

Children's learning is generally effective because they are confident, well settled and enjoy their time at playgroup. They are developing their independence appropriately because they are given responsibility for completing tasks, such as washing up their plates and cups. They have good relationships with staff and each other often sitting in small groups reading stories together or playing with the cars and building blocks. Children are beginning to use language well to communicate with others and some are confident to talk to the whole group to tell their news of what they have done for the weekend, one child talks of going to the beach and says 'the sand was tickly on her feet'.

Children learn about counting and how to recognise numbers through a variety of activities and during everyday play. They discuss size and know which tower is the biggest and smallest. Children have some opportunities to learn how to solve problems. They learn about nature and their surroundings as they discuss snails and newts and where they live. They are familiar with information technology and ask questions about how things work.

Children enjoy the experience of playing with some different media, such as sand, compost, wood shavings and dough. They freely select different items to glue onto the paper, such as feathers, star shapes and crinkly card.

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

The provision is good.

Children are all able to take part in any of the activities and play with the available resources. They are encouraged to share the equipment and take turns fairly. They learn about the local community as they have regular visits to the village which has a variety of shops. Children learn about their own beliefs and those of others as they celebrate some of the different religious festivals. Children's individual needs are

appropriately met because staff ask for sufficient information about them when they first attend. Staff have good relationships with children and regularly talk to parents to keep up-to-date, they know children very well and are aware of their needs. Children's spiritual, moral, social and cultural development is fostered.

Children with learning difficulties are effectively identified, suitably cared for and involved in all available activities. There are appropriate procedures in place to promote their welfare and development. Staff work very closely with parents and others to help them meet children's needs and provide support workers if necessary.

Children generally behave appropriately and have good role models to follow, they are given lots of positive praise by staff and some of the rules are explained, such as why they must not run. However, at times during the day their behaviour deteriorates because they are fed up with the activities and are not being sufficiently challenged.

The partnership with parents and carers is good. They are provided with detailed information about the playgroup and its provision. An informative notice board is situated in the entrance area where parents wait for sessions to start and a comprehensive prospectus is given to all parents who make enquiries about the playgroup. Parents receive good information about the Foundation Stage and children's progress towards the early learning goals.

Parents are encouraged to share what they know about their children and staff develop sound relationships with them. This helps children to feel secure and well settled. Information is shared with parents daily and each one has a diary in which they can record any significant events or important things that staff may need to know. Parents are encouraged to be involved with their child's learning as they can come and help during sessions and they are able to serve on the management committee which runs the playgroup. Parents comment that they find the staff friendly and welcoming and that their children are happy.

## **Organisation**

The organisation is satisfactory.

The manager is suitably qualified and all adults in the playgroup have Criminal Record Bureau disclosures in place. Children are protected because staff ensure that any person who has not been checked is not left alone with the children.

Staff organise the space within the room well to provide different areas for activities. Sufficient staff hold childcare qualifications and they all have experience of working with children, which enables them to care for children appropriately and meet their needs. They are generally deployed well throughout the session, however, sometimes are unclear about their responsibilities and who should respond to situations. All records that contribute towards the safe running of the playgroup are in place and most are readily available. Overall the children's needs are met.

The leadership and management is satisfactory. The playgroup has clear aims and staff ensure that they develop and maintain good relationships and communication with parents which enables the children to be happy and well settled so that they can

enjoy their time at playgroup. Staff are able to access appropriate training to help them develop their knowledge and skills.

Occasionally someone from the management committee will spend time in the playgroup, and a formal system is in place for monitoring how staff are performing. The lead practitioner takes time to observe staff during the sessions to monitor the quality of teaching and learning. A self assessment has been completed, staff recognise and know where they can make improvements and want to provide the best care and education for the children they look after.

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

At the last care inspection the playgroup was asked to maintain the rooms at an adequate temperature and to organise staff, space and resources to meet the needs of the children at all times. The rooms are now maintained at an appropriate temperature, making a comfortable environment for children. Staff are very attentive to children and become involved in their activities well at times during the session, however, there are still some difficulties with staff deployment. A new recommendation is being made at this inspection.

At the last nursery education inspection the playgroup was asked to continue to develop staff's knowledge of the Foundation Stage and how questioning can be used to extend children's thinking. Staff have improved their knowledge of the Foundation Stage and all are now involved in the planning process. However, staff do not sufficiently challenge children as they play or question them to extend their thinking and as result learning opportunities are frequently missed. This recommendation is only partly met and a new recommendation is being given at this inspection.

They were asked to make full use of observations and assessments within planning, to ensure individual children are supported in moving onto the next stage of learning. Staff are beginning to identify the next steps for children's learning in their assessment folders, however, they are not yet incorporating this into the planning to ensure children are able to move on to the next step effectively. This is partly met and remains a recommendation at this inspection. They were also asked to offer more opportunities for children to enjoy books, link sounds and letters and question why things happen in everyday activities. Children use the book area well and enjoy sitting looking at books either with an adult or in small groups.

### **Complaints since the last inspection**

There has been one complaint made to Ofsted since the last inspection.

Ofsted received a complaint which raised concerns about the number of staff supervising the children. Ofsted conducted an unannounced visit to the provision on 28 February 2006 to consider these concerns in relation to National Standard 2: Organisation. There was no evidence to suggest the National Standards were not being met and Ofsted will be taking no further action at this time. The registered person continues to be qualified for registration.

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **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 children are encouraged to learn about personal hygiene through the daily routine
- ensure that staff deployment enables them to be consistently involved in children's play and learning.

#### **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):

- develop the planning so that staff can maximise on all learning opportunities that arise during everyday play and provide sufficient challenge for children
- continue to develop the system for planning and make this available for parents and staff
- continue to develop the use of children's assessments to plan the next steps in their learning.

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