

# South Darley Pre-School Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	206857
<b>Inspection date</b>	16 January 2008
<b>Inspector</b>	Jennifer Getty
<b>Setting Address</b>	Village Hall, Cross Green, Darley Bridge, Matlock, Derbyshire, DE4 2JT
<b>Telephone number</b>	01629 735230
<b>E-mail</b>	
<b>Registered person</b>	The Trustees of South Darley Pre-School 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?

South Darley Pre-school Playgroup opened in 1972. It operates from the village community hall in Cross Green near Matlock, Derbyshire. There is no outdoor play area but the playgroup has an agreement with the adjoining primary school to access their outside play areas. The playgroup serves the local area and surrounding villages.

The setting opens four mornings a week during school term only. Sessions are from 09:00 until 12:15 on Monday, Tuesday, Thursday and Friday, and on Wednesday afternoons from 12:00 until 15:00.

There are currently 17 children from two years three months to four years three months on roll. This includes eight children who receive funding for nursery education.

The playgroup employs one full-time member of staff and five part-time staff who work with the children. Over half of the staff hold appropriate early years qualifications.

The setting receives support from Derbyshire local authority and are members of the Pre-school Learning Alliance.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's health is promoted because they understand good hygiene routines. They know to wash their hands at appropriate times in the day, for example, before snack and after messy play. Children have easy access to tissues and hand washing facilities which helps them develop good independence skills. The setting has a clear policy regarding children who are ill which protects them from the spread of infection. The playgroup do not administer medication but have the necessary procedures and documentation in place to ensure children are cared for appropriately. Staff ensure there is someone with first aid training available at all times. Accidents are recorded, although, they are not consistently signed by parents. This means that children's welfare is not fully protected.

Healthy snacks such as fruit are offered daily along with a choice of drink, for example, water or milk. Children access water independently during the session and enjoy putting their name card next to their chosen cup. Staff encourage children to develop their independence as they pour their own drinks and spread butter on their teacakes.

There are plenty of opportunities for physical exercise and children enjoy playing outside in the adjoining school's playground. They practise jumping and hopping. Younger children concentrate as they carefully kick the football in a straight line to the staff whilst older children practise throwing and catching the ball. Indoors, children play with bats and ball, developing good hand-eye coordination skills and older children challenge themselves to throw hoops onto cones. Generally, children show a good awareness of space and move freely around the room choosing activities and doing actions to songs together.

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

The provision is good.

Children are greeted by staff as they arrive at playgroup, they take off their coats and find their name to stick onto the register. The welcoming environment helps them feel secure and comfortable. Activities are set out ready for children as they arrive enabling them to develop their self-selection skills and promote their independence. The room is organised into areas, for example, book corner, mark-making table, craft table and home corner. This helps children feel comfortable as they know the routine and organisation of the room. Toys are appropriate to the ages and stages of development of the children attending ensuring they are appropriately challenged and motivated to learn. Children use resources which are safe because they are checked daily for safety and cleanliness. Security is of high importance and staff check regularly that doors are locked so that children are unable to leave unsupervised.

Risk assessments are carried out for the premises and activities, for example, staff check the room for hazards and assess the outdoor area prior to use. There is an emergency escape plan which is practised regularly and detailed information is recorded. Children's safety is promoted well on outings because children hold hands, listen carefully and learn about road safety. They are safely dropped off and collected by parents inside the hall.

Children are further protected because staff understand their role in child protection. There is an appropriate procedure in place and the playgroup follows current guidelines. Staff are able to put the procedure into practice when necessary.

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

The provision is good.

Children thoroughly enjoy their time in the setting. They enter the room happily and find an activity that interests them. Children develop good levels of self-esteem as they receive lots of praise and encouragement from staff. They are proud of their achievements and show staff work they have done, saying 'I did it'. Younger children's learning and enjoyment is well supported by the organised activities and staff's understanding of their developmental needs. They have opportunities to explore their environment and make their own choices, for example, children enjoy drawing and gluing paper at the mark-making table.

### **Nursery Education**

The quality of teaching and learning is good. Children make good progress towards the early learning goals because most staff have a secure knowledge of the Foundation Stage. Planning ensures that all areas of learning are covered through the year and it reflects children's interests. Children's next steps are identified by their key workers on a weekly basis and these are used effectively to inform the short-term planning. Key workers are responsible for focused activities and these are developed to meet the specific needs of the children. Staff collate written and photographic evidence from observations and use these to complete children's achievement records. Records are managed appropriately and used well to inform staff of children's next steps in learning. However, not all files are fully completed and, although staff have excellent knowledge of the children they work with, when new staff are recruited they are not able to view the full extent of the child's ability. There are systems being developed to address this issue. Staff use excellent methods of offering appropriate challenge for children as they adapt activities to suit their needs and use effective questioning, such as 'how' and 'why do you think..' which encourages children to think and explore what they are doing.

Children are confident and motivated by the activities on offer. They contribute well to group discussion and listen carefully to stories. Children work well together and understand good codes of behaviour, for example, children who want to join in an activity or use the same stamper ask their peer first, saying 'can I do stamper'. They feel at home in their surroundings and enjoy talking about their family and home life. There are opportunities for children to develop their language skills as they read books for enjoyment in between activities and request favourite stories and rhymes. They happily talk to each other and say 'it's tidy up time', encouraging others to help. Older children quickly recognise their name as they find their name card to self-register and again for snack. They are able to identify the initial letter of their name and find it on a keyboard. Staff encourage children to write their names and form correct letters through various media, for example, when writing on their pictures and in corn flour. Children say their picture is for mummy and then help each other to write the name, forming recognisable letter shapes. They hold pens well and carefully form circles as they draw pictures of people. Outside, children play on the road markings in the nearby playground. They stand on the traffic light picture, jumping on red and shouting 'stop' as other children stop travelling around the track. They recognise and imitate everyday experiences and shout 'ready' as they jump on the orange traffic light.

Children enjoy counting and count loudly to 15 when they play hide and seek. They ably count the number of children in the group at register time and are beginning to recognise numerals, for example, children stand on an upside down number nine when asked to find number six on the playground outside. Children are developing an awareness of calculation as they sing the

'speckled frog' and 'fireman' songs. They are able to easily identify squares and circles when they play with foam shapes to make a picture.

Children are able to explore and express themselves through a variety of media and materials, for example, corn flour, painting and making collages with paper and wool. They enjoy squishing their hands in the trays of paint and mixing the colours as they move their hands around the paper. Staff offer excellent support and encouragement as children think about what is happening and talk about the colour change, saying that they have made purple from red and blue. Older children enjoy making ladders and vehicles in the construction area and show adults what they have done, proudly saying 'it's very long'. The playgroup have a computer which children access with adult support and they demonstrate good control of the mouse. There are some programmable toys and other resources relating to information technology, although, children are not always able to access them on a daily basis which means they are not regularly furthering their development in this area. There are plenty of opportunities for children to develop their fine manipulative skills and children of all ages confidently use scissors, cutting round pictures they have drawn before putting them in their named folder. They carefully apply glue to paper using glue sticks when making their collages and create their pictures, expressing their own ideas.

Children enjoy singing and ask for their favourite songs. They think sing along to 'The farmer's in the den', thinking about space and ensuring they do not stand on each other's feet as the rings of people get smaller. They use their imagination well and are confident to adapt activities to their own interests, for example, children take pens out of the pots and hold the pots to their ears. They talk to each other as though on the telephone giggling and saying 'hello, what's your name'. Other children stand in the home corner and peer round the corner of the door saying 'it's my house'. Children are able to express their ideas, thoughts and preferences. They decide against doing an activity, saying 'I've changed my mind', but then think about it and decide to do it after all. They are confident to approach each other if someone looks sad and say 'what's the matter', showing care and concern for their peers.

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

The provision is good.

Children are developing a strong sense of belonging as they have their individual needs met and form good relationships with their key worker. They enjoy putting work they have done into their named folders, saying 'it's for mummy'. Staff respect and listen to children helping them feel valued. Staff work well together to ensure children are able to access all activities and provide them with opportunities for them to reach their potential. There are good procedures in place to provide appropriate care for children with learning difficulties and/or disabilities. Children learn about the local community through a range of resources such as small world toys, role play activities and books. Their awareness of the wider society is enhanced because posters reflecting different ethnic backgrounds are displayed and children learn about a number of cultural festivals.

Children's spiritual, moral, social and cultural development is fostered. They talk to their peers and staff about their families and various types of work, developing a sense of community. They work well together and form strong relationships with staff and peers. Children understand responsible behaviour and respond well to the gentle reminders to 'use walking feet'. Staff's management of behaviour is appropriate to children's ages and distraction is effectively used to calm excited children. Consequently, children are learning to manage their own behaviour

and politely ask their peers if they can use the resources as well. They are encouraged to share, take turns and talk to others politely saying 'please', 'thank you' and 'excuse me'.

Parents are welcomed into the setting and there is a daily exchange of information between parents and staff ensuring important information is shared and consistency of care is promoted. The parents' board and area display relevant and recent information such as letters, all policies, procedures and notices. An informative parent pack is supplied which includes information about the organisation of the playgroup, procedures and how they can be involved. Parents also receive a newsletter and, as well as meeting with staff before and after the playgroup session, they are able to meet at agreed times for further discussion.

The partnership with parents and carers is good. Parents are actively encouraged to view their children's assessment files, and information about their progress and achievements is shared on a regular basis. Links with home are encouraged and parents complete an 'all about me' booklet for their children as they start at the playgroup so that their key workers can help them settle easily and ensure their needs are met. Weekly plans are displayed on the wall, therefore, parents are able to see exactly what their children are doing each day. There is a library system which encourages parents to become involved in their child's learning as they take books home to read with the children.

## **Organisation**

The organisation is satisfactory.

Children are cared for by staff who are enthusiastic and most of whom hold appropriate qualifications. There is a clear recruitment procedure and induction programme that ensures staff are suitable and have full knowledge of the policies and procedures. There is an appraisal system in place which identifies staff's strengths, interests and training requirements. This helps staff feel supported and valued, as well as, contributing to the positive outcomes for children. Most documentation reflects the good practice of the setting. Following the recent change in staffing and committee, not all of the documentation relating to the vetting procedure is up-to-date, therefore, children's safety and welfare is not fully supported. Details of children and staff are maintained and stored confidentially, and a system for recording children's exact times of arrival and departure is in place. Records of staff attendance and visitors is kept in order to keep children safe.

The organisation of space and resources allows children to gain independence and choose activities that interest them. Staff are deployed well and work flexibly to ensure that children's learning and enjoyment is well supported. Time is managed so that children are purposefully occupied at all times, for example, children sing songs while others wash their hands before snack. There is a rota of duties displayed so that staff are fully aware of the routine and how best to meet the needs of children.

Leadership and management is good. The setting receives support from its committee and listen and respond to advice from the local authority. There are regular staff meetings so that all staff can contribute to planning to ensure their key worker children receive the necessary support. There are systems in place for monitoring the provision and areas for improvement are highlighted on the action plan. The evaluations of the weekly planning, knowledge of children's achievement files and staff appraisals all contribute to the monitoring of the provision of nursery education. The setting is keen to ensure that staff attend appropriate training to promote outcomes for children and there is a clear commitment to the improvement of care. Overall children's needs are met.

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

At the last inspection the setting was asked to improve the staff induction procedure and devise a system to fully evaluate the curriculum.

Children's welfare and safety is promoted because staff are fully aware of policies, procedures and the organisation of the setting. There is an induction pack for staff and students, and the completion of the induction procedure is recorded and signed. Outcomes for children receiving nursery education are promoted because staff evaluate and monitor the effectiveness of the education provided through regular meetings and discussion. Children's assessment records are monitored to ensure that they are covering the stepping stones and planning is adapted to meet children's needs.

### **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):

- ensure accident records are consistently signed by parents
- ensure all documentation regarding the vetting procedure is completed and available for inspection.

#### **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 the provision of information technology
- continue to develop systems to ensure children's assessment files accurately reflect their achievements (also applies to care).

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)