

Framfield Playgroup

Inspection report for early years provision

Unique Reference Number	511222
Inspection date	13 February 2008
Inspector	Alison Weaver
Setting Address	Framfield Memorial Hall, The Street, Framfield, East Sussex, TN22 5NR
Telephone number	079601 31798
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Registered person	The Trustees of Framfield 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 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?

Framfield Playgroup opened in 1970. It operates from a large hall in the memorial hall in the village of Framfield. A maximum of 24 children may attend at any one time. The group opens three days a week, Mondays, Wednesdays and Fridays, during school term times. Opening times are from 09.00 until 12.45. All children share access to a secure enclosed outdoor play area.

There are currently 15 children from two to under five years on roll. Of these, 10 children receive funding for nursery education. Children come from a wide catchment area. The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The setting employs five staff. Of these three of the staff, including the manager, hold appropriate early years qualifications. A member of staff is working towards a recognised qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are helped to understand the importance of good personal hygiene through everyday routines, including hand washing after using the toilet and before food preparation. Before taking part in making snacks, several children automatically go to wash their hands showing that they have understood the need to do this before handling food. The children also learn about keeping their bodies clean through effective adult interaction and movement songs such as 'This is the way'. They regularly talk about the importance of cleanliness, for example, the need to brush their teeth after eating.

Staff are aware of the importance of hygiene and take the necessary steps to promote children's health. For example, the tables are cleaned before snacks and there are good hygiene procedures for the changing of nappies. The majority of the staff are trained in first aid so that children receive appropriate care in the event of an accident. Staff obtain the necessary information about children's individual health needs from parents so that they can care for the child appropriately. There are good arrangements in place for children who become ill whilst in the group.

Children's health is promoted well by the provision of healthy snacks in the milk bar. These include fruit, crackers, raw vegetables and oatcakes. Children are encouraged to try different foods such as avocado. They sometimes help to prepare their own snacks and have fun cutting up the fruit to make smoothies to drink. Staff frequently take up the everyday learning opportunities to talk with the children about what is good to eat and why. The staff also make good use of topics such as 'All About Myself' to promote children's understanding of healthy eating.

Children can help themselves to a drink whenever they get thirsty as a jug of water is left accessible to them. This helps prevent dehydration in the children. The staff help children develop an understanding of why they need to drink when they come in after playing outside. They talk about the effect exercise has on their bodies as they run around and get hot.

Children make good progress in physical development. They enjoy plenty of opportunities where they gain and develop good gross motor skills. They regularly use the school 'Trim Trail' where they can climb and balance. They enjoy the space to run around in the playground and play with the different equipment. Children show good co-ordination, moving confidently and safely. Their fine motor skills develop well as they use a varied range of tools and smaller equipment. For example, they skilfully use knives to make and cut up fruit and sandwiches.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a safe and secure environment. Staff have a good awareness of security and ensure that there is no unauthorised access to the children. The use of door alarms helps to prevent children leaving the premises unnoticed. Staff supervise the children appropriately and safely escort them when they go to the school playground. The building used by the children is maintained satisfactorily and overall the space is used well. However, staff have not been ensuring that there are sufficient toilets in use for the children.

Staff make the hall very attractive and welcoming with colourful posters and displays of children's work. They make good use of the screens to create different play areas and to display other pictures. Staff carry out effective daily safety checks and regular risk assessments to ensure that the hall is safe for children. The necessary safety equipment is used, including socket covers and safety gates. Staff and children regularly practise fire drills so that they know what to do in an emergency. When they go out, the staff carry out thorough risk assessments so that all potential safety hazards are minimised.

Children enjoy playing with a wide range of equipment that is appropriate to their age and stage of development. The equipment used is kept clean, safe and in a good state of repair. The provision has all the required procedures and documents in place to ensure children's welfare is safeguarded and promoted. Staff are aware of the possible signs of abuse and know what to do if they have a concern about a child. The staff attend child protection training to update their knowledge.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Staff create a warm, caring and friendly environment for the children. As a result, children enjoy coming to the group and soon settle at activities. The children are happy and enjoy choosing from the wide variety of interesting and stimulating activities available. There are a few opportunities for children to develop their independence by self selecting resources. Children are confident and secure around adults. They talk readily about their experiences to their friends and in circle times. They are well occupied and, in general, staff spend their time with the children helping them to learn and develop. However, on a few occasions not all staff are deployed effectively to help support children, particularly younger ones still settling into the group. The group plans activities but does not always make effective use of the Birth to three matters framework to ensure that activities meet the needs of the younger children.

Nursery Education

The quality of teaching and learning is satisfactory. Staff plan a broad and balanced curriculum that helps children develop. Good use is made of the focus activity plans to enable staff to carry out an activity effectively. There are clear learning intentions identified for the staff to focus on. However, the planning does not always clearly show how to adapt an activity to cater for children working at different rates and with differing abilities.

Staff make regular observations on the children and these are transferred into the records of their progress. However, some areas of learning in the profiles have fewer observations so this makes it more difficult to identify what stage children are at in these areas. Staff are starting to identify individual targets for the children so that they can be moved on in their learning. However, these are not fully used to inform future planning to help ensure all children are challenged appropriately. The group has recently started a key worker system to help support children but this is not yet fully implemented. Staff generally interact very well with children to extend and reinforce their learning in everyday play as well as at focus activities. A few times, weaker staff deployment impacts on the time spent directly with the children and has a negative effect on the focus activities.

Children are relaxed and happy in the group. They play independently as well as with others. The children begin to form friendships and relate well to the adults. They are keen to join in with the activities. Overall, children's independence develops well, particularly at snack times.

They make their own sandwiches and cut up fruit. The lack of accessible storage limits the opportunities for children to make their own choices from the resources.

Children are very confident speakers and communicate easily with each other. They share their thoughts and ideas when doing activities. They learn to listen to each other when joining in group activities. The children learn to recognise the link between sounds and letters through effective adult interaction and planned activities. They enjoy seeing their names being written with the shaving foam. They enjoy looking at books and listening to stories. Children have a variety of opportunities to practise mark making both indoors and outdoors. They learn to form letters and write their names on their books and on pictures.

Children count confidently and join in the counting at registration time. They often choose number activities during free play. They particularly enjoy the magnetic shape activity where they create different pictures and find the numbers. Children have fun measuring each other and putting their 'bodies' in the right size order. They use a variety of different equipment to measure objects around their environment. Staff interact effectively with the children to promote mathematical development in free play and everyday activities. Children learn to recognise shapes and sizes. They learn to use mathematical language correctly, for example, as they talk about tallest and shortest.

Children explore the natural world as they go on nature walks and do bug hunts. They have opportunities to see African snails and tortoises. They investigate using their senses and experience different textures, for example, as they play with sand. They thoroughly enjoy playing with the foam. Children show increasing skills as they use different forms of technology such as laptops, remote control toys and electronic keyboards. They take photographs of their models using digital cameras. Children learn to explore using different tools and equipment such as magnifiers, magnets and bug boxes. They enjoy making different models using a variety of construction materials. Through planned topics they learn about other ways of life and different festivals. They find out about other people as they welcome visitors into the group such as police, a vet, a road safety advisor and fire officers.

Children express themselves creatively in a variety of different ways. They have opportunities to make different collages and pictures. The free painting is a very popular activity with the children as they freely express themselves on the paper. They enjoy playing in the role-play area, taking on different roles and making meals. They explore music and make musical instruments such as rain makers. They join in with singing games.

Helping children make a positive contribution

The provision is satisfactory.

Children are helped to value differences. They have access to a satisfactory range of resources that reflect positive images of diversity. Staff plan a variety of different activities to extend children's knowledge of the wider worlds. They celebrate different festivals such as Divali and Chinese New Year. Where possible, staff encourage parents to share their traditions with the children. Staff acknowledge children's home backgrounds and work closely with parents to respect their wishes. They ensure they have full information about the individual needs of children before they start in the group so that they can help them settle in.

There are adequate arrangements in place to care for children with additional needs to ensure that they are fully included. The group lacks a fully trained and experienced special educational needs co-ordinator (SENCO). However, the current co-ordinator has access to support from

the school and other professionals to help the group provide appropriate care for children. Where necessary, they create individual learning plans for the children to help them make progress.

Children behave well and generally respond positively to staff. Overall, staff manage any unacceptable behaviour satisfactorily but sometimes do not step in quickly enough to deal with incidents. Children learn to share and take turns as they play together. Children's self-esteem is promoted by the praise and encouragement given by the staff. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is satisfactory. All parents are encouraged to share any concerns or comments with staff. The notice board in the lobby keeps parents informed about general childcare issues and policies are available in the group for them to read. The parents of funded children receive some written information that explains the Foundation Stage to help them understand about the six areas of learning. They have access to weekly plans so they can see what children are learning. These include suggested activities that parents can do at home to extend their children's learning. There are few other opportunities for parents to contribute to children's learning and assessment. Parents do not currently have any formal opportunities to look at the profiles and discuss children's progress with the key workers. The only written reports given to parents showing children's progress towards the early learning goals are those sent home just before a child leaves the setting.

Organisation

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides. The hall is well organised so that children can move freely round the room and make choices from the broad range of activities set out. This includes an area for children to enjoy more boisterous play. The group has not been meeting the required ratio with regard to toilets as they have only been using one of them in the hall.

The necessary documentation, which contributes to children's health, safety and well-being, is now in place. In general, the documentation meets regulations but the register does not clearly show which staff are working with the children at certain times.

There are satisfactory recruitment procedures in place to ensure that staff are suitable to work with children. All newly appointed staff undergo a satisfactory induction to help them understand their role. There are a range of policies and procedures that help support staff in their role. A few of the policies lack some minor details.

Leadership and management are satisfactory. Overall, staff work effectively as a team and are well motivated. The majority of their time is spent working directly with the children but there are times when children are given less support from staff. The staff are willing to learn from other professionals and benefit from the close links with the school. Staff's ongoing development is promoted through regular formal appraisals. Most of the staff are qualified or attending training. Staff improve their skills by attending some short courses on childcare issues to help them develop the nursery education provision. They regularly evaluate the curriculum and the planned activities to identify areas for improvement. There are a number of plans in place to improve the group but these are not all yet fully implemented.

Improvements since the last inspection

Since the last care inspection, the group has improved the resources showing positive images of diversity to help children develop an awareness of the wider world. The space and resources are used more effectively to meet children's needs and help them make progress. Staff have attended training to develop their knowledge and skills in order to support children in their learning. They have also improved their knowledge of child protection procedures so that they can safeguard children's welfare.

Since the last nursery education inspection, the staff have developed a better understanding of the Foundation Stage. They have improved planning to support staff and enable them to carry out the activities so that children are helped to make progress towards the early learning goals. The assessment system has been improved but it is not yet being fully used to identify children's next steps in learning and inform planning. The staff have extended the range of activities and resources available on a daily basis so that children have greater choices. The group has accessed some training to help them support children with additional needs but the SENCO has not yet completed her training.

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 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):

- deploy staff more effectively to help support and promote children's learning (also applies to nursery education)
- ensure that sufficient toilets are available to the children
- ensure that children with additional needs are suitably supported.

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):

- extend the opportunities for parents to contribute to children's learning and assessment, and to receive formal feedback on progress
- continue to develop the use of the assessment system to identify children's next steps and inform future planning.

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