



## Freeland Playgroup

Inspection report for early years provision

**Unique Reference Number** EY311737  
**Inspection date** 20 March 2006  
**Inspector** Jan Leo

**Setting Address** Freeland Primary School, Parklands, Freeland, Witney,  
Oxfordshire, OX29 8HX

**Telephone number**

**E-mail**

**Registered person** The Management Committee of Freeland Playgroup

**Type of inspection** Integrated

**Type of care** 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 good.

### WHAT SORT OF SETTING IS IT?

Freeland playgroup registered in August 2005. It is a committee-run group which operates from a purpose-built room on the primary school site in the village of Freeland, Oxfordshire. The playgroup has its own kitchen and toilet facilities, and shares an office and the outdoor area with the school.

The provision is registered to accept up to 20 children from 2 to under 8 years, and currently has 36 on roll. Of these, 11 are in receipt of funding for nursery education.

The playgroup supports a small number of children who have special needs or speak English as a second language.

The playgroup operates an early bird session from 08.45 to 09.15, a morning session from 09.15 to 11.45, a lunch club from 11.45 to 12.45, and an afternoon session from 12.45 until 15.15. Some children attend full time.

There are seven staff working with the children on a full or part time basis. Four of these have a nationally recognised qualification to level two or above, and one is working towards a qualification. The group receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are healthy because they benefit from regular fresh air and exercise, eat nutritious snacks, and follow good practice regarding hygiene. They take part in active play, both indoor and out, enthusiastically jumping up and down in action rhymes and running around with friends in the garden area. Children bring their own snacks and packed lunch from home, and staff advise parents on suitable foods to promote a healthy lifestyle. Drinking water is available throughout the day and children freely help themselves when they are thirsty. Staff manage children's health issues extremely effectively by introducing ingenious strategies to avoid risks at snack time. They attend training to cover emergency treatment for specific children, and follow well thought out procedures for storing medication. Children learn to wash their hands before and after eating to avoid the spread of germs, and the environment is clean and hygienic. The current system for disposing of soiled nappies leads to unpleasant odours in hot weather.

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

The provision is good.

The layout of the room and outdoor area provide a good overview of the space children use, to enable staff to supervise children easily. Staff diligently control entry to the provision to protect children from uninvited visitors, but there is no record of adults who visit the group officially. The outdoor area is enclosed and child friendly. Staff carry out comprehensive risk assessments that they review annually, but the daily checks lack detail, which compromises consistency. Children can get resources out safely without risk of injury, because toy boxes are low and easy to manage. One child cautiously step backwards, bracing himself to avoid a sudden drop as the toy box reaches the edge of the shelf, fully aware of the risk and how to keep himself safe when accessing toys without help from adults. Children learn to move around sensibly to avoid collisions and they have ample space to do so without inhibiting play. Children learn how to evacuate the building in emergencies by practicing fire drills within the playgroup, and joining in with school practices to reinforce what they learn. Staff have a sound understanding of child protection procedures and keep

information readily to hand to enable prompt action if they have concerns about a child.

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

The provision is good.

All the children are very sociable. A member of staff welcomes everyone on arrival and specifically hands those who are less confident over to a colleague to help them settle quickly. Staff prepare the room in advance and children rapidly select an activity and join with friends to occupy themselves until the structured day begins. Children have opportunities for free and organised play, quiet and active play, solitary and group activities. Staff keep the routine flexible to allow changes in the programme if something is not working, but they follow a basic pattern each day in order to help children remember what comes next. Staff join in play to extend ideas, and they build strong bonds with all children to ensure they develop a sense of belonging. As a result, children mix exceptionally well, are vocal, confident and enthusiastic.

Nursery education.

The quality of teaching and learning is good. Staff listen carefully to the children, and patiently wait for children to express their ideas. Sometimes, staff successfully tease out information by careful questioning, to clarify what children mean. Children learn through a varied programme of practical activities and free-play opportunities. The staff join in children's games to extend ideas and encourage children to try things for themselves. As a result, the children are relaxed, confident, and happy. Children's progress records are not always up to date to provide a clear picture of what they can do. This occasionally results in insufficient challenges in some areas.

All children mix well and most express themselves clearly. They confidently talk to adults about things that are important to them, and play with different groups of friends throughout the day. Children learn to be considerate, and offer to share or take turns when resources are limited. Children have a good grasp of numbers and use them freely in everyday activities. They enjoy constructing three-dimensional objects using their own ideas and they correctly use mathematical language as they play. Some children successfully count to six and beyond, using their fingers to show their understanding. The children enjoy stories and flock round staff when they read, to talk about the characters and see for themselves what is happening. They draw and paint freely to practice early mark making, and some confidently name their work forming recognisable letters without help from the staff. They learn about the local environment and wider world through interesting topic work, and have a good sense of time and place.

Children play outdoors at regular intervals, running, jumping, and balancing with friends. Some cautiously walk on stilts with the aid of staff until flush with confidence. They then steadily tour the garden unaided, showing pleasure in their achievement. Others play follow my leader as they balance on the sandpit wall, spurred on by staff and learning from each other. There are currently few opportunities to challenge children's physical skills using large equipment, but staff are working to develop the

outdoor area long term, and increase opportunities to develop strength and co-ordination. Children have free access to craft resources and enthusiastically create presents for mother's day. Young children are learning to recognise colours, and eagerly describe their pictures to adults looking on. Some of the artwork is a little prescriptive and provides insufficient challenge for the more able children.

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

The provision is good.

All children receive the support they need to join in the activities and become part of the group. Staff learn some words of children's home language, to help those with little English communicate, and they provide one-to-one help for children with special needs. Staff undertake training to ensure they can meet individual needs effectively, and they adapt practice to help children make friends and fit in. Children generally behave very well and staff quickly restore harmony if they forget and quarrel. Some children successfully resolve disputes for themselves, agreeing to take turns or share resources which they both want. Staff act as calming role models. They value children's opinions, and offer choices throughout the day to build children's confidence. As a result, the children are kind, considerate to others, and willingly help without being asked. For example, one child rushed across the room to hold a tower steady when she saw it wobble as more bricks were added, and two children showed off their muscles by helping staff carry large resources into the store cupboard.

The partnership with parents and carers is good. Staff are very approachable and they greet families on arrival, to build strong relationships. All staff make themselves available, for informal discussion, whenever parents and carers are present. Help from parents is unnecessary because the group has ample staff to support the children, but volunteer helpers are welcome and staff value their contribution. This provides adults with an opportunity to find out more about what their children do but helper's duties are not always clear. Children occasionally have the opportunity to continue work at home, which enables parents and carers to be more involved in their children's learning. Some essential information is on display for parents and carers to read, and they can ask to see the policies and their children's records at any time. Children's progress records are not always up to date.

Spiritual, moral, social and cultural development is fostered.

### **Organisation**

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides. Staff work well as a team and constantly review practice to sustain children's welfare and development. They provide a varied programme to interest all ages, and operate within a familiar routine to help children feel secure. Staff organise the environment to make supervision easy and they give themselves time to join in play, monitor what children do and plan future development.

The leadership and management of the provision are good and the committee fully supports the staff. Staff have regular supervision and annual appraisals to identify their training needs, and the management committee encourages training to continue. This enables staff to increase their own skills and raise standards within the group. The management and staff work together on long-term projects, such as developing the outdoor area, to improve opportunities for the children, and they build strong links with the school to help ease the transition when children move on. Staff and committee attend meetings together to stay abreast of changes in regulation, but implementation of change does not always follow promptly. Consequently, there is no complaints log available. All of the other documentation, required by regulation, is in place but some lacks detail.

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

Not applicable.

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

There have been no complaints made to Ofsted since 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 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):

- consult the Environmental Health Officer about nappy disposal and act on any advice given
- improve documentation by introducing a complaints log for parents and carers to see on request; ensuring that the daily record of attendance accurately reflects when children and staff are present; including more detail in risk assessments to ensure consistency; and keeping a record of all visitors

- ensure volunteer helpers are fully aware of their duties.

### **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):

- update children's progress records more frequently to aid planning and provide an accurate picture of children's rate of progress
- make sure parents and carers have easy access to up to date information about their children's progress, and operational practice and policies (also applies to care).

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