



# Ludgershall Pre-school Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	145922
<b>Inspection date</b>	10 May 2006
<b>Inspector</b>	Sue Stuart
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<b>Registered person</b>	Ludgershall 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*

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## 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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Ludgershall Pre-school Playgroup has been established in its present location since 1990. It operates from a mobile classroom within the grounds of Castle Primary School in Ludgershall, Hampshire. The playgroup has access to a fully enclosed outside play facility. The playgroup serves a diverse community, including children from military families and rural areas.

The playgroup is registered to care for a maximum of 36 children aged from two to

five years. There are currently 84 on roll, including 67 children in receipt of Government funding for Nursery Education. The setting supports children with special educational needs and who speak English as an additional language.

The playgroup is open during weekdays in term time. Sessions are from 09.00 -11.30 and from 12.30 -15.00. A lunch club is held daily between 11.30 - 12.30. Children attend for a variety of sessions. There are six part time and two full time members of staff who work with the children, of these four have early years qualifications to level 2 or 3, and two staff are currently on training programmes.

The setting receives teacher support from the local Early Years Development and Childcare Partnership (EYCDP).

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children follow good health and hygiene practices and learn the importance of routines, such as hand washing before and after cooking, and applying sun cream and wearing hats before playing outside in the sun. Their health and hygiene is supported by effective procedures to prevent cross infection.

Children learn about healthy eating, for instance as they make choices from the snack selection of fresh fruit and healthy items and of milk and juice. They demonstrate their enjoyment at this shared social occasion. Parents are encouraged to provide healthy lunch boxes for children who stay for the lunch club. Children confidently help themselves to drinking water throughout the session if they are thirsty. Their special dietary requirements are clearly recorded, understood and implemented by staff who work closely with parents to ensure their child's individual needs are met.

Children are suitably looked after if ill and protected through staff's good knowledge of first aid, medication routines, and procedures to follow if a child has an accident. If a child needs to rest they can use the quiet book corner. These procedures ensure the health and safety of children.

Children are developing a healthy life style as they take part in a range of physical activities both indoors and outside. They regularly play outside in the well equipped play area, for instance developing their climbing and balancing skills on a variety of climbing equipment. Children develop good co-ordination and confidence, for instance they negotiate space well while peddling bikes and other wheeled toys. They learn new physical skills, for example kicking balls and rolling hoops. They have good opportunities to learn a range of new skills, such as rolling pastry, pouring water and sowing seeds.

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

The provision is good.

Children are cared for in a welcoming, bright environment. The rooms are well maintained with colourful examples of the children's own work displayed to make the rooms inviting to children and their families. Children's safety is a priority and the setting has taken careful precautions to ensure all hazards are minimized, such as carrying out regular risk assessments.

Children are able to move around the rooms and outside safely, and use the well organised space properly for their chosen activities. The wide range of resources are of high quality and in good condition and suitable to meet children's learning needs. Resources and equipment are stored effectively to allow children to access them freely and safely, for example choosing and using the craft materials.

Children are well protected through the staff's secure knowledge of safety and child protection issues. Staff are aware of their role in child protection and are aware of the local procedures of how to protect children if they were concerned about their welfare.

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

The provision is satisfactory.

Children arrive eagerly at the setting and settle quickly, they are familiar with the routine are relaxed and comfortable in the group. They develop good levels of confidence and self-esteem as they participate in the inviting activities on offer. They develop good social skills and have a positive relationship with each other and the staff, for example children share their experiences with staff as they fill and empty containers with water. However, the youngest children's needs are not fully promoted, as currently the setting does not use the Birth to three framework to ensure their development needs are addressed effectively.

All children benefit from the individual care and attention in the setting where they are listened to and valued. Their efforts are encouraged and praised, this increases their confidence to develop new skills, for instance climbing a ladder.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children gain from the staff's knowledge and understanding of the Foundation Stage curriculum, and how children learn. This enables staff to plan suitable learning programmes that cover all areas of learning. However, planned adult-led activities do not identify learning objectives, or are evaluated to ensure challenges are appropriate for all children, for instance while making jam tarts. The rooms are organised into learning areas so that children can move freely from area to area, inside and outside, for their chosen activity. On occasions, when activities are outside children do not always have access to all learning areas.

Children's progress is measured through observations and an assessment system.

However, staff do not use these observations to identify the next steps for children's learning, to ensure their progress through the stepping stones is appropriately addressed and recorded.

Children develop a positive attitude to their learning are well motivated and able to work independently. They choose from a wide range of practical activities, such as making bird feeders to hang in the trees. Children's learning is developed through staff's questioning and interest in the children, although sometimes questioning does not extend children's learning sufficiently.

Children play well together developing their ideas and imagination, for instance as they role play making and serving tea in the café. Their behaviour is good. They show concern for others, for example helping each other to find their sun hat. Children demonstrate their interest in numbers, for instance as they count the number of people allowed at an activity. Children learn about shapes and size as they make jam tarts.

Children communicate their ideas and needs clearly. They have access to a wide range of books both for enjoyment and information, however children do not always have a regular story time when the session is outside. They have opportunities to use information technology to support their learning. Children benefit from the chance to use a variety of writing materials to form letters, colour in pre-drawn work sheets and draw pictures. They learn to identify their names as they self register on arrival in the morning.

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

The provision is good.

All children are valued and welcomed into the setting, including those that have any special educational needs or speak English as an additional language. Children benefit from the good one to one support when required, for example new children were sensitively involved in the activities on offer. Staff know the children and their families very well. They understand each child's individual needs and work closely with parents to ensure they meet them.

Children's spiritual, moral, social and cultural development is fostered. They are beginning to communicate their ideas and emotions and show concern for others, for example children demonstrate both frustration and delight while spooning jam into pastry tarts. They demonstrate good self care skills, for instance using the toilet facilities independently.

Children behave well. They know what is expected of them and are aware of the rules and routines of the setting. They benefit from good role models provided by the staff, who promote a positive calm atmosphere. Children relate well to each other, are learning to take turns and share fairly with others, for example when handing out the snack mugs.

Their understanding of other cultures is developed through resources and activities designed to broaden their knowledge of the wider world. They have opportunities to

celebrate a variety of festivals, such as Chinese New Year. They have good opportunities to learn about their local environment, such as visiting the local fire brigade.

The partnership with parents and carers is good. Children benefit from the close working relationship between the setting and parents. Parents are given good information about the setting and the Foundation Stage curriculum. Parents are kept informed about their child's progress and achievements through daily exchanges of information and an annual parents evening, this ensures children benefit from this good partnership.

A positive settling in procedure gives parents helpful suggestions, such as sharing what they know about their children's learning with the setting. A planned meeting to discuss the settling in progress is arranged after the first six weeks of admission, this proactive procedure helps families feel well supported and children's needs are met in accordance to their parent's wishes.

## **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom they provide. All staff are suitable to work with children, are experienced and qualified. Staff work well as a team, they regularly discuss planning and the children's progress.

The clear operational plan ensures that the sessions run smoothly and children benefit from the stable routine. All required policies and procedures to promote the welfare and care of children are in place and implemented, for example the registration system for children, staff and visitors. Children's care is enhanced by good organisation.

The leadership and management is satisfactory. The success of the setting is the strong relationship between the committee and playgroup. They are able to correctly identify their strengths and areas for development and act on their findings, for example purchasing new ride on toys for the more able children. An informal monitoring and curriculum evaluation system for the educational programme is in place, however this does not always clearly identify learning objectives for the education programme.

Staff are dedicated and keen to continual improvement. Annual staff appraisals means they are able identify their training needs and develop their own practice, which in turn, has a positive impact for the children's learning.

## **Improvements since the last inspection**

At the last care inspection the setting agreed to complete the operational plan, record the attendance registration forms correctly, and include required details in the complaints procedure. The operational plan has been updated, the system for registration is correctly recorded, and the complaints procedure has been updated to

include new legislative requirements. Overall this has a positive effect on children's well-being.

At the last nursery education inspection the setting agreed to develop the assessment system to show what children need to do next, and share plans regularly with parents. An assessment system is in place and is shared with parents, however they do not show what children need to do next. The setting also agreed to provide opportunities for small group work to ensure appropriate challenges for all children. Plans show that children now have opportunities to work in small groups to help them meet their individual needs. These improvements are beginning to have a positive impact, although the continuing issues on identifying children's individual learning needs have not yet been maximized.

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

There are no complaints made to Ofsted since the last inspection. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint 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 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):

- improve the outcomes for the younger children by using an approach in line with the Birth to three matters, to ensure their development needs are addressed.

#### **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):

- evaluate planned activities, to ensure challenges are appropriate for all children, and check daily plans are balanced across all areas of learning

- continue to develop the observation and assessment system to record and plan children's next stage of learning.

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