



## **Box Pre-School Playgroup**

Inspection report for early years provision

<b>Unique Reference Number</b>	199410
<b>Inspection date</b>	17 July 2006
<b>Inspector</b>	Sue Vernon
<b>Setting Address</b>	Jubilee Youth Centre, Box, Corsham, Wiltshire, SN13 8NZ
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<b>Registered person</b>	Box 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 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?

Box Pre-school is a well-established committee run group serving the community of Box. It has been running for around 30 years. The group meets every morning in term-time from 09.00 to 12.00 and 13.00 till 15.00 with a lunch club between these times. Some weeks are offered in school holidays for a holiday club. They have sole-use of the downstairs rooms in the Jubilee Centre, which is in the centre of the village. They have shared use of the upstairs room and kitchen which are also used

by a breakfast and after-school club. The group uses a small outdoor area which has a safety surface for outdoor play. A maximum of 30 children may attend the group at any one time. There are currently 37 children aged from two to under five on roll. Of these, 23 receive funding for early education. There are four staff members with one working full-time and 3 are part-time. Of these, one has early years qualifications, and one is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's well-being is effectively supported. They have healthy snacks of crackers, toast and fresh fruit such as apples and raspberries at snack time. They enjoy pouring their own drinks of water or milk and are encouraged to drink more frequently in hot weather after outdoor play which promotes their health. Information about any special dietary needs is gathered from parents and supported well. For example, special crackers and biscuits are provided for a child who cannot eat wheat. This helps children feel secure. Lunch boxes are stored appropriately in a cool area. There is a clear sickness policy which is made available to parents. The group does not take children who are infectious and leaflets about incubation periods are displayed. These measures help prevent the possibility of cross-infection. Full details for recording any administration of medication are not in place. Children are aware of good hygiene routines and how this supports their health. Children know they wash their hands using anti-bacterial wash before eating or put their hand in front of their mouth when coughing to prevent germs spreading. Staff follow good hygiene practices such as using gloves when nappy changing and cleaning tables and toys regularly with appropriate sprays.

Children enjoy the benefit of regular physical exercise in a variety of activities. They develop their large muscle skills by peddling and scooting on scooters and tricycles around each other in the compact outdoor play area. Obstacle courses using low-level balancing track help their balance and spatial awareness. Tunnels and climbing frames help them crawl and climb and yoga sessions develop their stretching skills. Children confidently use tools during play such as scooping sand or cutting with scissors.

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

The provision is good.

Children play in a safe environment where risks have been assessed well and minimised effectively. Risk assessments and daily staff checks ensure that the areas used are safe and suitable. This enables children to move around independently during their play as they select different activities, for example during free-play sessions. Staff have good routines for monitoring safety issues such as recording visitors, locking main doors and closing the outdoor gate after parents have left. Children learn how to be responsible for their own safety with staff reminding them

about why they hold the stair rail or cannot wear the dressing-up shoes outside. Fire safety routines are in place to support children's safety. Fire drills procedures are displayed and are known by the staff team. Evacuations are practiced regularly and suitable fire equipment is in place.

Play resources are safe and suitable for their purpose. The group has a good range of play equipment including both indoor and outdoor resources which support play experiences for the ages of children attending. For example, younger children enjoy a selection of small world play. These include trucks and garages, dolls' houses with play figures. Older children use a variety of construction kits and all resources are checked and cleaned regularly by staff. Staff have sound awareness of the child protection policy and the procedures required if concerns about children arise. This supports children's welfare.

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

The provision is good.

The staff team prepare the rooms well, setting out an interesting range of age-appropriate activities. This enables children to enter happily and separate with confidence from their parents or carers. They move smoothly into play and are familiar with the daily routines which builds their confidence. For example children enjoy reminding each other when it is tidy-up time. Children have warm relationships with the staff team who know the children well. This helps children feel settled. Staff and children enjoy sharing play together such as when staff join in home corner tea parties. Children respond with smiles to the consistent praise and encouragement given to them during play. This positive support encourages them to persist well with activities such as making collage pictures of their family or mixing powder paints. Good play planning is offered for each age range which helps children explore appropriate challenges such as two year olds enjoying songs with musical instruments or drawing with chunky pens.

Nursery Education.

The quality of teaching and learning is good.

Staff work together to plan an effective learning programme based on the Foundation Stage. The staff use open questioning well in order to prompt children's thinking such as during story time, asking 'what might happen next?'. Observations are used to monitor children's learning during activities and these are used to build profiles of children's progress, however these are not always effective in identifying next stage learning or linking into planning.

Children are confident speakers and enjoy using new vocabulary to describe their experiences, such as describing paint as 'gloopy'. They enjoy developing independence such as filling water jugs at snack time. Children enjoy counting opportunities within the daily routine, for example counting 15 children at circle time but have few opportunities to link numbers to numerals. Simple maths language is used confidently during play. Children recognise shapes within their environment, with a construction tower described as having 13 squares and triangles. Books are

valued and enjoyed by children who know that print has meaning. They relate to the print-rich environment well. Many recognise their names cards and enjoying mark-making within play activities or attempting their name independently on their paintings or collages.

An interest in the natural world is encouraged with children growing flowers from seeds and noting the changes as bean seeds grow roots and shoots. Use of the computer to enjoy simple games with good mouse control helps them develop an understanding of the value of technology. Children enjoy singing familiar songs and rhymes, expressing themselves enthusiastically with musical instruments. They confidently self-select craft resources to create their own pictures or explore a variety of textures and media such as shaving foam, compost in the sand tray and finger painting. Sessions just for older children do not always offer a full range of creative play. Small muscle skills are promoted well, with children persisting well when handling scissors or fixing small cogs together in moving puzzles.

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

The provision is satisfactory.

Staff work closely with parents and carers in order to meet the individual needs of each child and ensure they are fully included in the group. For example, staff help a shy child settle in the group and enable them to separate from their parents. Any learning difficulties are noted and supported to ensure all children can have equal opportunities to enjoy their play. A good range of resources such as play figures and books help children learn the value of diversity.

The staff use positive methods for managing behaviour such as consistent praise and encouragement. This builds children's confidence. Staff help children learn what is good behaviour, prompting them to remember please and thank-you when asking for more fruit at snack time. Children behave well and work harmoniously together. They share and take turns well such as when passing around stars and glitter to glue to their pictures. They enjoy working together such as when tidying toys away which builds their self-esteem.

Parents receive good information when children start in the group which includes summaries of the group's policies though some details, such as the availability of the complaints procedure and record are not in place. Good verbal feedback on the child's experience is given by staff on a daily basis which builds consistency of care. Written feedback is also offered and comments from home are encouraged which builds a good relationship between home and the group. Parents are greeted warmly and benefit from attractive displays of information which include guidance on the role of parent helpers to help them feel valued.

The partnership with parents of children who receive nursery education is good.

Parents receive information on the early learning goals when their child starts and they contribute their initial comments on the 'all about me' form. They are encouraged

to comment in their child's written diary and be involved through being a parent helper. Displays help them learn about the curriculum and the learning aims of activities. Parents freely approach staff to see their children's work and discuss their progress with staff. They know they can access profile records which monitor their child's progress through the stepping stones.

Children's spiritual, moral, social and cultural development is fostered. For example, children are encouraged to develop independence through helping with small jobs such as putting things away. They are encouraged to value their home experiences and they talk about their family outings confidently.

## **Organisation**

The organisation is satisfactory.

Children's care is satisfactorily supported by the organisation of the group. The use of the premises is well-planned in order to meet the care and play needs of the different ages of the children attending. Two-year-olds, for example, have a quiet play in another room for part of the session. This is prepared with suitable resources. The main room is set out in order to provide access to a variety of different play opportunities and experiences to support children's learning through play.

Good systems are in place to ensure the suitability of the staff and staff ratios in use are higher than those required. Recent staffing problems have meant that the qualification ratio is not consistently met but this is being addressed urgently by the committee with additional staff training and recruitment. Policies, records and procedures are in place which detail the running of the group though some such as the operational plan do not have full details in place.

Leadership and management is good.

Children receiving a funded place benefit from the close links between the staff team and the voluntary committee. All work closely together and are committed to planning how to deliver the curriculum effectively. Regular staff and committee meetings ensure that problems are addressed and future development such as staff appraisals and ongoing training is encouraged. The staff team observe and plan the curriculum together but the plan and records do not include children's individual learning needs.

The setting meets the needs of the range of children for whom they provide.

## **Improvements since the last inspection**

At the last care inspection the group were asked to develop the availability of policies for parents and increase child protection awareness. Parents are given more information when their child starts in the group and a full file of policies is available for reference which helps consistency. Some staff members have had child protection training which supports children's safety.

At the last nursery education inspection, the group were asked to develop their plans,

opportunities for physical play and using maths for problem solving. Planning now links to the early learning goals and includes sessions for various types of physical play such as an obstacle course when children develop their balancing skills and also yoga sessions. Children use simple maths language and have opportunities for solving problems such as volume when pouring water into various containers.

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

Since the last inspection, concerns were raised relating to National Standards 3 Care, Learning and Play and National Standard 11 Behaviour regarding behaviour management.

Ofsted wrote to the provider and asked them to investigate the concerns and report back within seven working days. The provider responded and from the information received there was no evidence to suggest that the National Standards were not being met.

The provider remained qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints records 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:

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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 all policies and procedures such as the complaints policy, operational plan and medication records are fully up to date and shared with parents as appropriate

#### **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):

- strengthen the links between planning, evaluation and assessments in order to identify individual learning needs and consistently monitor all children's progress through the stepping stones
- ensure all sessions offer a full range of challenges covering the early learning goals, particularly for free creative expression and linking numbers to numerals.

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