



# Bosham Community Pre-School Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	113382
<b>Inspection date</b>	07 July 2006
<b>Inspector</b>	Lilyanne Taylor
<b>Setting Address</b>	Brooks Lane, Bosham, Chichester, West Sussex, PO18 8LA
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<b>Registered person</b>	Bosham Community 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

### WHAT SORT OF SETTING IS IT?

Bosham Community Pre-school Playgroup is managed by a parent committee which has charitable status. It opened in 1971 and operates from a local church hall. It is situated in the village of Bosham. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open each week day from 09:15 to 13:00 during term time only. There is a secure enclosed rear garden area for outside

play.

There are currently 33 children aged from two to under five years on roll. Of these, 21 children receive funding for early education. The playgroup currently support children with learning difficulties. The management committee employs five members of staff. Of these, four hold appropriate early years qualifications. The group receive support visits from the Early Years Development and Childcare Partnership (EYDCP).

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health and dietary needs are met, because staff find out from parents what they are and keep a record of all known allergies, likes and dislikes children have. Children are able to access drinks throughout a session which ensures they do not go thirsty. They are provided with healthy and nutritious snacks; these consist of various pieces of fresh fruit.

Children are protected from the spread of illness through the clear policies in place regarding the attendance of sick children. Children, who become sick whilst attending the playgroup, are cared for sensitively while waiting to be collected by their parents. A poster displayed in the entrance foyer informs parents of the exclusion periods for children who may be suffering from communicable diseases.

Children are becoming aware of the importance of good hygiene practices through the consistent guidance and support they receive from staff; they are carefully reminded to wash their hands before eating and after using the toilet. Children are protected from the spread of germs and infection. Children using the toilet facilities have the option of using a hot air dryer or paper towel to dry their hands and staff follow appropriate procedures when changing younger children's nappies; they clean all surfaces with an anti-bacterial spray or wipe and wear gloves. Soiled nappies, used wipes and gloves are wrapped and safely disposed of.

All eating surfaces are wiped with an anti-bacterial spray prior to and after use.

The premises and toys and equipment children use are maintained in a satisfactory state of cleanliness

Children's welfare is protected. There is always a member of staff on duty who has trained to administer first aid. Appropriate permissions and procedures are in place and shared with parents regarding the administering of medication to children, recording of accidents and for dealing with emergency first aid situations.

Children have good opportunities to develop a positive attitude towards physical exercise. They have daily opportunities to enjoy outside play and older children have the opportunity to go swimming at a local swimming pool once a week. Children show a good sense of space and move around confidently with control. Children are beginning to develop their large and fine motor skills. They competently use large

equipment such as a slide and climbing frame and are beginning to show increasing skill in their use of small equipment such as scissors.

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

The provision is satisfactory.

Children are cared for in a satisfactorily maintained environment, which is effectively organised to enable them to move around safely. They play in a warm and welcoming environment that has been carefully laid out and prepared by staff; children are able to access resources independently from trays and boxes, which are stored at child height.

All toys and equipment are appropriate for the age range of children and maintained in a satisfactory condition.

The premises are kept secure and systems in place ensure only authorised persons gain entry. Effective arrangements for the collection and non-collection of children contribute to ensuring the children's safety. Records of children's attendance are maintained. However, they do not show the actual times children are present. Consequently, it is not clear to see how many children are being cared for at anyone time. Risks to children while they are on the premises are minimised because staff conduct a daily risk assessment and take appropriate action with any identified hazards. However, there are no written procedures in place or agreements made with parents for children who go swimming. Although children attend swimming as part of their normal session at the play group, staff are not sure if this is a playgroup organised activity or a private arrangement made by a committee member. As a result it is not clearly defined who is responsible for the children's care and safety while they are engaging in this activity.

Procedures for evacuating the premises in the event of an emergency ensure all children can exit safely.

Children are protected from possible abuse or neglect. Staff have a good understanding of the procedures they are required to follow with any concerns they may have. They are aware of the types of abuse and the signs to look for and a record of injuries children come in with is maintained.

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

The provision is satisfactory.

Children settle quickly on arrival, as they are greeted at the door by staff. They are encouraged to hang up their coats and bags, increasing their independence, while staff and parents ensure younger children are assisted as necessary. Children have a good relationship with staff and like to share conversations with them. Children feel secure; they each have a member of staff who is their key worker. Staff have little knowledge of how to plan activities for children under the age of three by using an approach in line with the Birth to three framework. As a result children are not always

provided with activities or experiences that are appropriate for their level of understanding or stage of development. Children make friendships with other children and play well alongside one another. They are encouraged to self select activities they wish to do. Children enjoy looking at books for pleasure and are able to choose from the play group library the books they would like to take home to read.

## Nursery Education

The quality of teaching and learning is inadequate.

Most staff have an insecure knowledge and understanding of the stepping stones of the Foundation Stage and how to use these to help children learn and develop. Although a wide range of activities are provided for children it is not clear from discussions with staff the areas of learning being covered. Children's records of progress are not consistently updated to reflect the actual stage of development and learning they are at.

Activities are planned to support a theme or topic, they are not planned to support and progress the individual learning needs of children. Consequently, children are not fully supported to make sufficient progress in their next steps of learning in all areas. The delivery of the curriculum is inconsistent among staff, due to their varying degrees of training, experience and confidence. As a result not all children are appropriately challenged or supported to gain the most learning experiences from activities they engage in. Staff are not always fully aware of the intended or potential learning that is or can be gained from activities. As a result activities are not always delivered well; they are not differentiated to meet the learning needs of children and none are evaluated.

Very little use is made of routines and children's self chosen play to extend children's learning because staff lack an understanding of how the stepping stones of the Foundation Stage can be used to promote children's learning across all aspects of the session. Consequently, opportunities to develop and extend children's learning are often missed.

Children are becoming independent through being able to make their own decisions about the activities they engage in. However, the knowledge of staff does not always ensure they receive sufficient support and challenge to make progress. Most children require minimal assistance from staff when pouring their own drinks.

Children have some opportunities to recognise letters and some children are beginning to associate the sounds the initial letters some words make with other words they are familiar with. For example L for Lettuce and L for Lotty. Some more able children are beginning to recognise their own written name; they select their name to register for snacks and place their lunch box on the chair that has their name on it. However, less able children are not supported to develop their early reading skills. For example, there are no pictures or photographs alongside their written name to help them gain recognition and few resources are labelled. Although some children are beginning to write their own name with some letters correctly formed there are limited opportunities for children to practice or develop their writing skills; they are not regularly encouraged to write their own name on their work or

labels.

Some children are becoming confident communicators and enjoy sharing their experiences with others. For example, they talk about their holidays and how they travelled from this country to another.

Although children have some opportunities to count they are not consistently supported to gain an understanding of all aspects of mathematics; very little use is made of routines, incidental opportunities and children's self chosen play to extend their knowledge and understanding of mathematical concepts.

Children have some opportunities to discuss changes that occur. For example, they talk about the life cycle of a butterfly and how the seeds they are planting in pots of compost will grow to match the picture on the packet.

Children express their own thoughts and ideas while painting; they mix the colours of paint to create their own individual pieces of work.

Although children are becoming independent through being able to make their own decisions about the activities they engage in, the knowledge of staff does not always ensure they receive sufficient support and challenge to make progress.

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

The provision is satisfactory.

The playgroup is open to all children and parents from the community. Children are encouraged to play an active part in the session. They all bring in a piece of fresh fruit to be cut up and shared with others at snack time. Children are encouraged to make their own choice of activities they wish to play with and enjoy having responsibilities. They willingly help the staff pack away the toys, prepare the fruit for their snacks, sweep the pasta and rice up off of the floor and clean the tables after they have eaten. Children have some opportunities to play with resources which show positive images of wider society and to learn about other cultures. Children that have learning difficulties are appropriately supported through the effective liaison staff have with parents and other agencies. Individual learning plans are drawn up which ensure children's needs are met and they are appropriately supported to make progress. Children's behaviour is good. They are beginning to understand right from wrong through the consistent boundaries and appropriate methods staff use to manage behaviour which includes explanation and distraction. Children play well together and are learning how to share and take turns. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is inadequate. Although parents receive good information about the playgroup in the form of a prospectus and an information board sited in the entrance lobby they receive very scant information about their child's nursery education. Not all parents are aware their child is working through the stepping stones of the Foundation Stage or that their child has a progress record which they may look at, at anytime. Plans of the activities their children are to be engaging in while at the playgroup are displayed. However, these do not detail the

intended learning their children are to gain from them. Parents are not fully involved in their children's learning. They are not asked to contribute to the planning for their children's next steps or able to fully support their child's learning at home if they wish. Newsletters sent out requesting their children bring in items from home do not inform them of their purpose in relation to the area of learning being covered or the stepping stone of the early learning goals their children are working towards achieving. Children take home seeds planted in compost, so that they can care for them, watch them grow and then bring them back into the playgroup at a later date. However, staff do not inform parents this is why children have taken them home. Staff ask parents to help their children with work sheets such as number recognition or counting objects. However, they do not enquire from parents the progress they feel their child is making.

Although parents have limited opportunities to contribute or be involved in their children's learning they are able to be involved in the management of the playgroup if they so wish; they are able to put their name forward to become an elected member of the management committee.

Good settling in procedures are offered to new children; they are able to attend pre-visits with their parents prior to attending. This provides them with the opportunity to become familiar with the staff and the surroundings in which they will be cared for. Parents have the opportunity to discuss any specific care arrangements or individual needs their children may have.

Some information is exchanged daily regarding the care that has been provided for children.

Parents are informed of the procedures they should follow if they have any concerns about the playgroup and systems and procedures in place ensure that if any complaints are received they are dealt with appropriately.

## **Organisation**

The organisation is satisfactory.

Children are cared for by a consistent staff team that have been suitably vetted for the roles they hold. Systems for ensuring the continuing suitability of existing staff and for ensuring new staff are suitably vetted are not yet fully developed. Although most staff hold a relevant early years qualification they have not undertaken any recent training to update or extend their knowledge of how children learn and develop. They have little understanding or knowledge of the Birth to three framework or how to implement effectively the stepping stones of the Foundation Stage to ensure the planned curriculum is meeting the needs of all children. As a result although children are happy and engaged in their play, they do not always receive appropriate support or sufficient challenges across all aspects of the session. The correct adult to child ratio is maintained at all times while children are on the premises. However, because the arrangements for children taking part in swimming activities are not formalised it is not clear to see if children are receiving appropriate care or adequate supervision at all times. This compromises their safety. Most policies and procedures the playgroup work to are effectively put into practice which

means the health, safety and well-being of children overall is promoted satisfactorily.

The organisation of space provides children with the opportunity to experience and engage in a wide range of activities.

All documentation is in place as required. However, because children's records of attendance are not always maintained in sufficient detail, children's safety is compromised. Staff are aware information they hold about children is confidential so they keep it safe.

Leadership and management is inadequate.

While it is acknowledged that management and staff are receptive to ways in which the playgroup provision may be improved and that some improvement has been made to the organisation of staff since their last inspection, the staff's lack of understanding on how to plan a curriculum based upon the individual learning needs of all children and the lack of communication between the management committee and staff is having a significant impact on the learning and progress children are making. Staff work well together as a team. Management and staff are aware there are some weaknesses within the provision, however, not all areas of weakness have been identified or appropriately addressed. Although the committee of the provision is responsible for ensuring the nursery education children are provided with is of an acceptable standard they have no formal systems in place for monitoring this. Consequently, the monitoring of the nursery education children are being provided with is not being carried out effectively. This is having a negative impact on the learning children gain and the progress they are making. The playgroup does not meet the needs of the range of children for whom they provide.

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

At the last care inspection the quality of care the playgroup provided for children was judged to be inadequate.

The playgroup were asked to take the following action, to update and improve knowledge and understanding of the procedures to ensure systems for complaints meet the regulation requirements and to ensure the regulator is notified of significant changes for example changes to staff or committee members.

Appropriate systems and procedures are now in place to ensure any complaints received from parents either in writing or electronically are appropriately dealt with and responded to within the set timescale. Ofsted has been informed of all changes within the management committee which is enabling suitability checks to be carried out as necessary

At the last nursery education inspection the playgroup were asked to ensure staff are organised effectively to support individual children's learning and that they all be involved in the planning of activities and observation of children. To develop systems to monitor the educational provision to ensure all staff are able to support children's individual needs and to ensure the staff appraisal system allows staff strengths and



weaknesses to be identified and their training needs met.

Since the last inspection the playgroup has made little progress in addressing these recommendations. As a result this is having a significant impact on the learning children are gaining and the progress they are making.

While some improvement has been made to the organisation of staff, children's individual learning is still not fully supported because of the lack of knowledge staff have of how to use the stepping stones of the Foundation Stage to progress and support children's learning effectively. Recent changes to the way planning is carried out now ensures all staff are involved. However, the methods they use to plan activities is not effective for ensuring the needs of all children are being met; observations carried out on children are not used to inform the planning of activities. As a result it is not clear to see how children are being supported in their next steps of learning through the activities provided.

Some progress has been made in ensuring the staff appraisal system identifies staff training needs. For example, some staff are awaiting confirmation of dates of courses they have booked to attend. These include the Birth to Three framework and an NVQ level 2 course in early years. However, because there is not an effective system in place for monitoring the nursery education provided not all staff's training needs have been identified.

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

There have been 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 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 inadequate - notice of action to improve.

### **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 sufficient detail is recorded in children's records of attendance so it is clear to see when children are in the care of the playgroup
- ensure written procedures and agreements are in place for children going swimming so it is clear to see who has the responsibility for their safety and care during such activities.
- ensure children under the age of three are provided with a range of activities that are suitable for their age and stage of development

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- develop staff's knowledge of how to plan and present a curriculum so that the learning needs of all children are met and they are supported to make progress through the stepping stones of the Foundation Stage in all areas of their learning and development
- develop opportunities for parents to share what they know about their child, be informed about their progress and achievements and be made aware of the next steps in their development
- develop a system for monitoring the quality of teaching and nursery education provided to ensure pre-school staff are appropriately supported to deliver the curriculum effectively

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

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