



Funbusters @ Everlands

Inspection report for early years provision

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| Unique Reference Number | EY272493 |
| Inspection date | 06 July 2006 |
| Inspector | Hilary Elizabeth Tierney |
| Setting Address | Cam Everlands School, Birch Road, Norman Hill, Dursley, Gloucestershire, GL11 5SF |
| Telephone number | 01453 548781 |
| E-mail | |
| Registered person | Funbusters @ Everlands |
| 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 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?

Funbusters @ Everlands opened in 1992. The group is run by a parent based committee. It operates from a terrapin in the grounds of Cam Everlands School in Dursley, Gloucestershire. It serves the local community. There are two play rooms and an enclosed outside play area for the children's use. The building is also used by an Out-of-School club.

The group is open four mornings and two afternoons per week during school term

times. Sessions on Monday and Tuesday mornings are from 09.00 until 11.30 and Monday afternoons from 12.00 until 14.30. On Wednesday and Thursday mornings sessions are from 09.30 until 13.00. A pre-school session is offered on Tuesday afternoons from 12.00 until 14.30. A toddler group operates from the building on Friday mornings from 09.30 until 11.30. Children are accepted from two-years-nine-months to five years. There are currently 54 children on roll. This includes 19 funded three-year-olds and 27 funded four-year-olds. The group supports children with special needs and who speak English as an additional language.

There are currently five staff who work with the children. Parents provide additional support by helping the play group on a rota basis. All staff are working towards an early years qualifications at level 3. The group receives support from the mentor teacher at the Early Years Development and Childcare Partnership and the area Special Educational Needs Co-ordinator.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop a good awareness about health and hygiene procedures through well-established routines that include hand washing after being outside, using the toilet and before snacks. Children's independence is encouraged, they are able to visit the toilets safely, when needed with little help from the staff. Gentle reminders from staff ensure children remember to wash their hands. All necessary accident, medication and incident books are in place and shared with parents when necessary. All parental emergency numbers are easily to hand should a child become ill at the group. Staff are confident with dealing with minor accidents.

Children are beginning to learn about healthy eating. They are offered a good balanced selection of snacks through the week. Children help themselves to snacks and drinks from the main table, then they find their name card on the table and sit to have their snack. Once finished children are encouraged to take their dirty plates and cups to a member of staff in the kitchen. Water is regularly available during the session both inside and outside as the children play. Jugs of water are kept full by the staff and children are reminded that as the weather is hot they need to drink more. Children happily get their own drinks and older children help others pour drinks. During the pre-school session children bring their own packed lunches, these are stored well and parents are encouraged to ensure ice-packs are used in the lunch boxes. Children and staff eat together and children develop confidence in opening packets and chat happily about what they have got in their sandwiches. Staff talk with children and let them know what is going to happen after they have eaten. Staff are fully aware of individual children's dietary needs and requirements.

Children have regular opportunities to play outside where they may enjoy fresh air and physical activities. They use the area well for bike riding, climbing, running, jumping and water play. Staff organise activities outside that include free painting and chalking on the tarmac. Inside physical activities are devised by the staff to ensure that children are able to explore and test themselves on the climbing frame and

balancing beams.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are welcomed into a bright, friendly and welcoming environment where they may play safely. There is a good range of resources that are used well and children may access these easily at all times. Resources are of good quality, well maintained and sufficient in quantity to ensure that all wishing to participate in an activity may do so.

Children are well supervised at all times. Staff take good measures in reducing potential risks around the building both inside and outside. Detailed policies and procedures are in place that ensure staff are consistent with keeping children safe. There are clear outings procedures for both outings to the school nearby and further away when parents attend. Fire drills are completed at regular intervals and detailed written records kept, these outline details of the drill and evaluation of what happened. All necessary written parental permissions are in place.

Children are well protected. Staff have completed child protection training and have clear procedures in place to follow in the event of having a concern about a child in their care. Staff have a good knowledge and understanding regarding the signs and indicators of abuse and the need to ensure confidentiality when dealing with any issues.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, confident and settle quickly into the group as they leave their parents. All children enjoy themselves at playgroup and the activities offered are fun, exciting and enjoyable. Staff ensure there is a good balance between adult-led activities and free play. During the sessions children are free to select their own activities if they choose to do something different than those that have been selected by the staff. Adults and children communicate well as they discuss what they are doing and going to do during the session. Staff have introduced the Birth to three matters framework into their activity planning, along with a key worker system this works well to get to know the younger children and their needs well. Children have good concentration skills, they sit and listen well to the staff as they read stories and talk with them during their activities.

Nursery Education

The quality of teaching and learning is good. Children are motivated and are keen to learn because the staff are enthusiastic and thoroughly enjoy being with the children. Activities and experiences are broad and effective. The leader and staff have a clear understanding about where the children are with their learning and development, however this is not reflected in the planning of activities and is therefore not clear

how staff support and challenge individual children. Children's individual written assessments are clear and show at what stage they are at, these are completed from the staff's knowledge of their key children.

Activities offered to children are varied and appealing. Children work well together and understand the concept of sharing. Staff know the children well and use open-questioning effectively to promote children's language and thinking. Children are confident to express how they feel during the sessions. They listen and concentrate well as instructions are given to them by staff for example after being at the school for story time, children are asked to find a partner to walk back to the playgroup. The children do this for themselves and walk carefully back to the playgroup building, chatting happily amongst themselves about the friends they have just seen at the school. Children have a good understanding about the world around them and talk happily with the staff about what they have done over the weekends, and during sessions at playgroup. Children may freely access the well resourced home corner where they may act out play based on their first-hand or imagined experiences.

Helping children make a positive contribution

The provision is good.

Children are confident when they enter the playgroup and leave their parents. All staff greet each child as they come into the building, they know them and their families well. Staff encourage children to develop their self-esteem by helping them to take pride in their achievements for example children's work is displayed on a board and around the room. Spiritual, moral, social and cultural development is fostered. Children are well behaved and show excitement and wonder as they play and interact with each other. They understand right from wrong and show respect for others. They have a good level of concentration, imagination and independence.

Partnership with parents is good. Parents and carers are welcomed into the group. They are encouraged to share what they know about their children to help staff meet children's individual needs. On-going two-way communication is encouraged. Policies and procedures are shared with parents, however some are unclear about the complaints procedure. All necessary parental permissions are in place and emergency numbers are easily available. Regular detailed information is shared with parents in the form of newsletters and a parents notice board. Parents feel staff are approachable and understanding towards their needs and those of their children. They are extremely happy with the care provided by the staff for their children.

Organisation

The organisation is good.

Documentation is well organised, with all legally required records easily to hand for the inspection. Confidentiality is highly regarded concerning the personal details for the adults and children, all are stored securely. All necessary parental permissions are in place. The parents' notice board clearly displays the registration certificate and

other necessary information. All policies and procedures are in place, although the complaints procedure is unclear to some.

Leadership and management are good. The committee offer good support for the staff, they carry out regular staff appraisals and have regular committee meetings which include the play leader. Regular staff meetings ensure staff have time to plan and discuss any relevant issues. Staff have a clear understanding about the Foundation Stage of learning and the Birth to three matters framework, but do not use planning to clearly identify children's next stages of learning and development. Children benefit from good levels of staffing and effective procedures to ensure the smooth running of the playgroup. The staff and committee are fully committed to improvement and staff regularly assess their practices and activities, and with the help of written action plans identify the areas they need to improve and develop.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The provider had two recommendations from the last inspection. These were to ensure that fire evacuation procedures are posted and visible and to ensure that hand washing procedures are effective in preventing the spread of infection.

These have been completed successfully and all fire evacuation procedures are now in place and visible around the building. Hand washing procedures have been improved and children are regularly reminded to wash their hands thus preventing the spread of infection.

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

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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 the complaints procedure is made available for parents and contains the regulators address and telephone number.

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):

- further develop planning to ensure that activities and play opportunities are organised to help track and progress children's next stages of learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk