



## **Bright Horizons Pre-School & Playgroup**

Inspection report for early years provision

<b>Unique Reference Number</b>	101767
<b>Inspection date</b>	26 June 2006
<b>Inspector</b>	Angela Cole
<b>Setting Address</b>	Westbury-on-Severn C of E School, Westbury-on-Severn, Gloucestershire, GL14 1PA
<b>Telephone number</b>	01452 760303
<b>E-mail</b>	
<b>Registered person</b>	Bright Horizons (Westbury-on-Severn C of E School)
<b>Type of inspection</b>	Childcare
<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

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.

### WHAT SORT OF SETTING IS IT?

Bright Horizons Pre-School and Playgroup is managed by a committee made up of parents of children at the group and members of the local community. It opened in the 1960's and operates from Westbury-on-Severn Church of England School in Gloucestershire. The group has use of a school hall and associated facilities. There are enclosed hard-standing and 'trim-trail' areas for outdoor play. A maximum of 16 children may attend the setting at any one time.

The group is open on Monday and Thursday during school terms from 12.15 until 14.45. The committee runs other sessions at a nearby primary school at Walmore

Hill. These sessions are on Monday and Thursday during school terms from 08.45 to 11.15 and on Tuesday from 09.00 to 11.30. Pre-School sessions are held at both settings on alternate Wednesdays from 09.00 until 11.30.

There are currently 15 children aged from two and a half years to under five years on roll. Of these, 14 children receive funding for early education. Children attend from the surrounding towns and villages. The setting currently supports a number of children with learning difficulties.

The group employs three members of staff. Of these, two hold appropriate early years qualifications and one is working towards a qualification. The staff are supported by parents on rota duty.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in clean premises that staff keep light and at an even temperature. Children have good opportunities to develop physically each session. They learn to move carefully in defined spaces to become aware of others and participate energetically in repeated movements for action songs. Children enjoy a range of large physical equipment including a parachute and wheeled toys. They are effectively challenged to balance and climb on the logs and chains that comprise the 'trim-trail'. They ably use small physical equipment and develop good small muscle skills, for example, to cut and draw. Children competently manage their dressing and eating. They learn to take care of their own belongings and help tidy the play areas.

The children's healthy lifestyle is well promoted. They learn the importance of good personal hygiene through daily routines and develop independence in using the facilities provided. For example, they wash their hands thoroughly after visiting the toilet and before handling food. Children are protected from the spread of infection through staff's consistent procedures. These include cleaning tables, providing clean hand washing facilities and a sickness policy which excludes children with infectious illnesses. All staff are trained in first aid and there is a well-stocked first aid box which is easily accessible for the children's care.

Children help themselves to drinking water through-out the session. They learn about healthy eating through topic work, for example, about different breads. They are offered nutritious snacks which usually include milk, fruit or vegetables and the children sometimes help with the preparation. Any dietary requirements are recorded and their preferences are fully respected.

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

The provision is good.

Children move safely within the environment. This is because detailed risk assessment is completed and implemented by staff each session to minimise the

hazards for children. Staff are vigilant at all times and supervise the children constantly, particularly as school children enter the playroom. When the children join the group, they are reminded of potential risks including the school computer wiring so they well understand to keep away from this. Children arrive and depart safely as staff fix warning chimes that sound when a door is opened. They know who to ask to be accompanied to the toilet.

The children have safe access to a range of well-labelled, good quality resources that are appropriate to their development. They learn how to keep themselves safe by following the playgroup's rules and staff reinforce these continuously. For example, they are reminded how to safely show toys brought from home and understand why numbers are restricted in certain play areas.

The staff safeguard and promote children's welfare and have all the required procedures and documents in place. They have attended relevant training to develop their understanding of how to protect children. The written protection policy is detailed and a copy is given to parents. The staff have a comprehensive understanding of child protection issues and local procedures so they may confidently handle any concern effectively.

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

The provision is good.

Children enjoy themselves within the relaxed atmosphere and known routine that is flexible to include their ideas. The younger ones benefit from the staff's developing knowledge of the 'Birth to three matters' framework which they use to suitably adapt activities. The children are most effectively supported by the friendly, caring staff who know them well. The plans are detailed and based on close observations of the children's developmental needs. The children engage in a stimulating range and balance of activities that help them to make very good progress in all areas of their development.

The children gain fluent language skills to express their ideas and needs in continuous conversation with staff and each other. They frequently hear and learn new words such as 'enormous'. They listen carefully to clearly offered instructions and carry them out correctly. Children are involved in a broad range of play and routine activities to develop accurate mathematical thinking. For example, they count how many long and short twigs there are to arrange in patterns and organise the number of milk carton needed by those without a drink. The children's creativity is highly valued and they have their own magnetic board to display their creations including paintings and drawings. They enjoy using their imagination, for example, when adults and children set up a 'campsite' and tell adults when the 'food' is cooked. They enjoy singing and moving to music as they make sounds with the beat of rhymes. Children are interested to learn about the world around them, for example, through feeling and smelling breads from different countries before they use the different textures and shapes for printing.

Children make decisions about their activities so they are interested and highly involved in their play. They choose to explore, for example, different textures of dry

and damp sand and investigate how torches work. The interaction of the children with the staff is very good as they relax and chat to adults who always respond. The staff are highly interested in what children do and say. They talk and listen, for example, when sitting together in the small tent. They ask challenging questions to make the children think, including ones relating to the well-read group story.

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

The provision is good.

The children's individual needs are understood and well met by the staff. Good attention is paid to gathering detailed information about the children's likes, dislikes and home routines. This helps them to settle at the playgroup as they are known and supported as individuals. They enjoy good relations with the staff and become happy and relaxed in the familiar environment. Very good attention is given to supporting children with additional needs. The staff respond promptly to any concerns about individual children's progress, development or well-being in close liaison with their parents.

Children are well supported to behave and they learn what is expected from them. They respond well to the praise and encouragement received from staff to promote and reward their good behaviour. Some children are beginning to learn to model expected behaviour to the younger ones, for example, to protect themselves by walking indoors, and this raises their self-esteem. They begin to understand the reasons for taking turns and sharing as, for example, children willingly give away their spare shakers.

Parents and children are warmly welcomed by the staff so they feel comfortable in the group. Children's continuity of care is effectively promoted through regular exchange of information with families. Informal discussions, informative notices and detailed letters contribute to the parents' good understanding of the playgroup's policies, procedures and activities. Parents regularly share the children's development with staff and look forward to a written summary of their achievements over the year.

### **Organisation**

The organisation is good.

The children are cared for by an enthusiastic staff team who have good knowledge of child development and the importance of children's play. There is a clear recruitment procedure that ensures all staff are suitable to work with children. The small committee is highly supportive and encourages the staff to develop their roles through training. The experienced playleader is well qualified and provides a strong role model for the adults in the group. The playgroup is particularly well organised to foster the children's welfare in an environment that has to be re-created each session. However, school children enter the hall so the group does not have sole use of the registered premises. Staff make good use of the available space as they successfully arrange the group's resources to create different areas for children to

develop and learn. Children benefit from the ample staff support that ensures each receives continuous adult attention.

All legally required documentation with regards to children's health, safety and well-being is in place. Many policies are given to parents in the recently revised handbook. The new procedures to be used on outings are well explained to families in a detailed letter. The group has a log to record any complaint and this is compliant with Ofsted's requirements. Parents help to keep the detailed register so the actual times of their child's attendance are clearly recorded. Documents are stored securely and are to hand so the children's details are kept up-to-date. Personal details about each family are kept confidential. This enables parents to feel confident about sharing information and any concerns about the children. The setting meets the needs of the range of children for whom it provides.

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

The previous care inspection recommended that the setting improved the organisation of staff, resources and accommodation, the procedures for safety and the support for children with learning and behavioural needs. The premises are now made secure with a sound system to alert staff to opening doors so children are unable to leave unsupervised. Regular fire drills are carried out on the premises so children are safe during an emergency. When children with learning or behavioural needs are identified or admitted to the group, they are skilfully supported. This is because the experienced staff apply the setting's policies regarding additional needs consistently and appropriately to meet each child's requirements. The setting has now markedly improved the organisation of staff deployment, the resources and the available accommodation. This has been achieved through positive changes in staffing and conscientious development of sound procedures to develop the provision. These improvements ensure that the children's welfare and safety at the group are a priority.

### **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 the 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**

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.
--

## 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 registered classroom is for the sole use of the playgroup during the hours of operation.

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](http://www.ofsted.gov.uk)