



Blisworth Pre School Playgroup

Inspection report for early years provision

Unique Reference Number 220219
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Inspector Rachael Mankiewicz

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Registered person Blisworth Pre School Playgroup
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?

Blisworth Pre School Playgroup was opened in 1973. It operates from the village hall close to the centre of Blisworth. The pre-school is managed by a voluntary management committee, made up of parents of children at the pre-school and members of the local community. It serves the local area, including residential areas on the edge of Northampton.

There are currently 22 children on roll, including 19 children receiving funding for their

nursery education. Children attend for a variety of sessions. The group are able to support children who have learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery opens five days a week during school term time. Sessions are from 9:15 to 11:45 with sessions on Tuesdays during the summer term extended to 12:45.

A total of five staff and a helper work with the children. Three members of staff have an early years qualification to National Vocational Qualification Level 3 and one at Level 2. The setting receives support from a local authority advisory teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children benefit from a clean, warm, comfortable and child-friendly environment. Staff take positive steps to ensure that hygiene is good and their excellent guidance supports children's good practices regarding washing of hands and other personal care. Older children are fully aware that they are helping to prevent the spread of infection and they talk about germs on their hands before they start cooking biscuits. Children's understanding of good health continues through their awareness of sun safety. They know that they must wear sun hats and cream as the weather gets hotter and they check that Jake, the travelling dog, uses his sun hat when on his holiday. Staff proficiently and enthusiastically use the experiences of the dog puppet to promote other aspects of the children's welfare and care. This includes making sure the dog eats the correct food, has a good sleep at night and is kind to everyone when he is on his journeys which includes time spent with each of the children. This helps children understand fully the aspects of healthy living for themselves and others as they report back and show photographs of how they have looked after him. Children's welfare is safeguarded by staff who have up to date knowledge of first aid in the event of any accident, and appropriate procedures are in place if children are unwell.

Children begin to understand the benefits of a healthy diet to promote their growth and development as they enjoy a range of nutritious snacks. They recognise foods that are good for them, especially the fruits or vegetables that are served for snacks. Children express their enjoyment as they eagerly help themselves to food from the serving dishes. They relish the experience of tasting different foods during cooking activities and when exploring foods from other cultures. Older children know that they need to access water regularly to remain hydrated and they easily access the jug of water and beakers.

Children's physical development is encouraged and promoted through interesting choices of daily exercise on large and small equipment in the hall. They explore and develop extremely good physical control while participating in stimulating indoor and outdoor experiences. Children eagerly use to their own stage of ability the activity equipment which forms the exercise circuit; balancing on balance steps, crawling through tunnels and negotiating obstacles. They confidently offer their own ideas for

moving around the course in different ways and respond to the challenges with great enthusiasm. Children begin to understand that exercise affects their bodies while they enthusiastically run around in team games and movement sessions and feel their hearts beating more quickly. The adjacent grassed play area is used regularly and children enjoy exploring the rest of the village on walks and trips to the playing field. When inside the building, children move spontaneously and with confidence in the well-organised space.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are safe as a result of the adults' very good awareness of health and safety and because all reasonable steps are taken to minimise the risk of accidents. Thorough risk assessments and good supervision by vigilant staff ensures a safe environment. This allows children freedom to choose activities that offer variety and challenge within safe limits. The premises are secure and children are unable to leave unsupervised. Both staff and parents implement well the arrival and collection procedures that prevent unknown visitors entering the setting. Older children show an excellent understanding of how to keep themselves safe. For example, they begin to take personal responsibility for their safety regarding stranger danger and protecting themselves from harm. They remember the advice given by a police officer and shout 'Stranger' when a visitor enters the room. Children learn about road safety as an activity in the nursery and transfer their knowledge as they walk around the local environment. They are learning to keep themselves safe through regular fire drills.

High quality equipment and resources appropriate to their age and stage of development are easily accessed by the children. Children are developing a good understanding about using electricity as they confidently use the computer and other electronic games and know that they cannot use the computer when there is thunder. They safely and deftly manipulate tools and implements as they cook and plant seeds and bulbs. Their good hand/eye coordination is seen as they responsibly carry and safely use scissors and other craft tools in many activities.

Children are well protected because staff have a clear understanding of the local child protection guidelines and up to date training. Their safety and welfare is further enhanced by excellent security of the premises, staff checks of all equipment and compliance of fire requirements.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled and enjoy their time in the company of friends and adults at the pre-school. They enthusiastically play and learn from the range of different activities and opportunities; benefiting from the care and encouragement of knowledgeable and experienced staff in the welcoming learning environment. Children's needs are met through effective organisation and planning for the progress of all children. Staff have some knowledge of the 'Birth to three matters' framework. Activities are

provided to meet the needs of the younger children although staff do not yet use a formal framework to plan for their progress. Children begin to develop their independence and learn to play in groups as they participate in a range of interesting activities. For example, they all develop their physical skills through a very good range of indoor equipment and construction activities which help develop hand/eye coordination. Practitioners are interested in what children do and say and they encourage the children to talk and take part in the activities. This helps the children develop positive relationships. They listen and communicate well with each other and with the adults with all children contributing to the social activities in the nursery.

Children explore a variety of interesting materials which stimulate their curiosity. For example, they eagerly develop their senses as they make animal biscuits and create imaginative animal shapes with playdough. Children continue to use their imaginations well and with enthusiasm as they take part in role play and a wide range of art and craft activities and music. Children respond to significant experiences, showing a range of feelings where appropriate, including explaining about their busy weekends and holidays. Their perseverance to complete activities and their confidence to share feelings develops as they play.

Nursery Education

The quality of teaching and learning is good. Children participate enthusiastically in the planned activities on offer. Creative and imaginative skills are being promoted with a good range of art resources, and the children take pride in their paintings and collages. Children begin to make sense of the world around them as they explore a variety of materials and discover why things happen and how they work. For example, they enthusiastically build with a variety of construction materials to make model aeroplanes and comparing their size and speed. They experience a range of different tools and implements, including cooking utensils as they bake biscuits and make soup. Information technology is developed through good access to the computer and remote controlled toys. Children are aware of their own bodies and their ability to use their senses through planned and unplanned activities. They begin to understand why their hearts pump their blood around more quickly as they exercise. Children find out about the environment as they plant seeds and make miniature gardens. They begin to explore the wider world through visits to the shop and school and outings further afield. Children look at holiday destinations, including tracking the adventures of Jake the dog, and they take part in the celebration of festivals.

Children count confidently and show increasing skill in recognising and using numbers to support their play, including the number of spoonfuls of flour they need. They compare two numbers as they count during number games. Older children are beginning to develop the use of mathematical ideas to solve problems in planned activities and by participating in many day-to-day domestic routines. Children interact and chat, showing awareness of the listener and listening well. They understand that print has meaning and make marks freely throughout their activities. For example, they use their emerging writing skills for real purpose as they attempt their names on their drawings. Children develop good relationships with staff and with each other, as they take turns and work together well in small and large group activities. They show concern for others as they play, making sure their friends are included in the games.

Staff make effective use of time and resources to provide a broad and balanced range of activities and experiences across the six areas of learning. Children are encouraged to make the most of their experiences by the staff's careful consideration of what the child might be able to learn. Children's individual challenge is promoted through good questioning and enabling by the knowledgeable key worker staff. Systems for planning for the individual child's progress are good although not always used fully in practice as challenge and individual targets are not indicated on planning. Observations and assessments of children's progress towards the early learning goals and information gained from the parents are used generally well to inform planning.

Helping children make a positive contribution

The provision is good.

Children are appreciated and valued as individuals by the staff who ensure the children are settled and that their needs are met. The very good levels of support ensure that all children feel included in the pre-school and receive a great deal of individual attention. Any special requirements or information are discussed and the special needs of children are recognised and met sensitively. Children benefit greatly from the positive partnership practitioners have developed with parents and carers. Systems for sharing information about the children's needs and interests are appropriate. The complaints policy shows procedures for dealing with complaints in line with the latest requirements.

Older children understand their own needs and begin to respect the needs of others. They make sure their friends are included in the activities and are aware that some children have different needs to themselves. For example, older children work well together as a team to include and assist all their friends in art work projects and in role play. They gain knowledge of different cultures and religions as they celebrate festivals and national days, and this helps children understand about the diversity of the wider world. They enjoy meeting people around the village and welcome visitors and regular helpers such as the lady who plays the piano, the lollipop lady and the police officers. Children begin to gain confidence and self-assurance through making choices about activities and have easy access to resources, although access to the outdoor area is limited.

Children behave very well as they are made aware of what is appropriate behaviour. They respond well to the consistent boundaries set them and the encouragement to behave well given by the caring staff who act as good role models. Older children begin to take responsibility and manage their own behaviour as they need little reminding to say sorry with meaning when they have upset someone. Children's spiritual, moral, social and cultural development is fostered.

Parents are informed about how the pre-school operates and the activities provided through a prospectus, written notices, newsletters and displays and information about the care of the children. Staff obtain information about the children's needs, and their achievements are recorded on settling in at the pre-school. Information sharing on a daily basis is seen as important, including verbal information sharing and written

systems for exchange. Parents are able to easily access the pre-school's policies and procedures. Children also benefit from their parents' involvement in the running of the pre-school as members of the management committee.

The partnership with the parents and carers of children receiving nursery education funding is good. Children's progress in nursery education is fostered by regular discussions and sharing of written information to ensure that parents know how their children are developing and how they can contribute to their children's progress. Notice boards show information on planning and newsletters give details about the themes the children have explored.

Organisation

The organisation is good.

The good quality of care and education offered to the children is based on effective organisation throughout the nursery. The leadership and management of funded children is good.

Space and resources are well organised for active play, for quiet times and for messy play. Practitioners know their roles and responsibilities and effectively implement routines to give children a broad range of experiences. Children benefit from this as they make the most of the play and learning opportunities and are able to move around the areas with ease. All documentation which contributes to children's health, safety and well-being is in place and is reviewed regularly. The recruitment and vetting procedures and procedures to ensure continued suitability of staff are sound which helps ensure children are well protected.

Children benefit from the good supervision and sensitive interaction afforded by good staff to child ratios and the care given by qualified and skilled staff. Management and staff are committed to continuous improvement and development of the nursery care and education and of staff's personal development. The staff and management work well together as an effective and committed team with clear aims underpinning the care given, and with some systems in place to evaluate the care and education. Policies and procedures are reviewed regularly. Overall children's needs are met.

Improvements since the last inspection

As a result of the last care inspection, the setting was asked to review documentation regarding the child protection procedures, policies and procedures and the records of visitors to the group. These have all been addressed to improve the organisation of the care of children and to increase their well-being and safety.

At the last inspection of the nursery education, the setting was asked to consider two points regarding the opportunities for parents and carers to input into their children's assessment and to increase the opportunities for children to recognise labels in their environment. The two areas have been addressed to enhance the nursery education of the children. Parents are able to make comments in assessment documents and add verbal comments at any time. Items around the environment now have labels

and children are encouraged to find areas of the room according to the labels.

Complaints since the last inspection

There have been no complaints made to Ofsted since 1st April 2004.

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 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 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 younger children by using an approach in line with 'Birth to three matters'

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):

- ensure that planning and practice offers appropriate challenge to individual children.

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