

Boddington Playgroup

Inspection report for early years provision

Unique Reference Number	219930
Inspection date	10 November 2006
Inspector	Jan Burnet
Setting Address	Village Hall, Warwick Road, Upper Boddington, Daventry, Northamptonshire, NN11 6DH
Telephone number	U/A
E-mail	
Registered person	Boddington 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?

Boddington Playgroup was registered in 1980. It operates from the village hall in Upper Boddington. Children attend from the local and surrounding area. The playgroup operates term time only on Wednesday and Friday from 09:15 until 12:45. It has its own secure area for outdoor play.

A maximum of 26 children aged from two years to under five years may attend the playgroup at any one time and there are currently 17 children on roll. This includes seven funded three-year-olds and two funded four-year-olds.

A total of four staff work with the children. Of these, two hold early years qualifications and one holds a paediatric nursing qualification. The group holds Pre-School Learning Alliance membership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are aware of good practice with regard to hand washing and hygiene routines are addressed well by staff. The risk of cross infection is minimised because parents are aware that their child should not attend if he or she has a contagious illness. Children are well protected in case of accident because two staff members hold in-date first aid certificates. The risk to children from unsafe food is minimal due to good food hygiene practices. For example, parents are asked to insert a cool pack in lunch boxes in warm weather and in winter months lunches are stored in a cool area on the landing. A mid-morning snack is provided by staff and children learn about healthy eating, for example, the benefits of eating fruit and dried fruit and drinking milk and water. A three-year-old child confidently identifies that raisins were grapes and discusses the difference. A 'Diet - Policy and Practice' has been drawn up and states that mid morning snack will be nutritious and avoid large quantities of fat, sugar, salt, additives, preservatives, and colourings.

Children's emotional well-being is given a high priority and staff offer good support and encouragement. All children are settled and happy. Older children are developing physical skills and confidence when regularly using climbing, sliding and swinging equipment at the village park, which is adjacent to the village hall. In the playgroup room children regularly use a wooden climbing frame and slide, obstacle courses, sit and ride toys for steering and pedalling and they enjoy ball games and balancing activities.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play in a welcoming environment and a good range of equipment, resources and activities are organised in the spacious first floor playroom. The room is divided, with various low-level partitions, for different types of play activities and children are developing independence as they are able self-select some resources from small storage units.

Equipment is safe and in a good condition and risks of accidental injury to children are low because staff are vigilant and potential risks have been identified and satisfactorily addressed. Children are learning how to keep themselves safe, for example, safe use of climbing and sliding equipment and they are gaining a good awareness of the fire procedure because it is practised regularly. They are safe from unwanted visitors and could not leave the premises unsupervised because the premises are adequately secure.

Children's well-being is generally safeguarded because staff have a working knowledge of abuse and neglect and are aware of their responsibilities with regard to referral. However, potentially children's safety is compromised because the contact names and telephone numbers for the local police and social services department are not included in the Child Protection Policy and staff cannot be sure that all parents are fully aware of the policy.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and keen to be involved. Staff create a stimulating environment and children confidently select, enjoy and get involved in activities. They benefit from a well-balanced

routine and the good organisation of different group times for older and younger children, that allows all to develop their talking and listening skills. A good balance of adult led, adult supported and child initiated activities are organised. Children select resources and readily engage in conversation with other children, staff and visitors. They achieve well because staff use their knowledge of the 'Birth to three matters' framework and the Curriculum guidance for the foundation stage to provide good quality early years education. Staff work as a team to support and inspire and also encourage children to be independent learners.

Resources and equipment effectively meet the needs of all children as they are used in different ways according to children's different levels of development, for example, younger children are developing physical skills when using a wooden climbing frame, platform and slide and older children use the equipment creatively as part of their pirate role play. Manipulative skills are good with daily use of moulding, building, threading toys, crayons and pencils. Children enjoy story times, with visual aids used effectively for younger children and time for discussion encouraged for older children. Children count and name shapes and colours during their play.

Staff regularly record observations and assess children's development. They identify the area or areas of learning that the information relates to and then record a "target" for each child. A folder is kept for every child and contains assessment records, information from parents and examples of the child's "work". The interaction between the staff and the children is very good.

Nursery Education

The quality of teaching and learning is good. Staff plan effectively for three and four-year-old children and ensure that they are able to access a range of resources, which appropriately support their learning across all of the six areas of learning. Children extend their thinking and learning because staff consistently ask open-ended questions. Children are sociable, confident and inquisitive and show independence in selecting and carrying out activities as they are able to select additional resources, for example, glue, scissors, brushes, sticky tape, pipe cleaners and elastic bands from a unit adjacent to the art and craft table. Some friendships have formed and children play cooperatively together or play happily alongside others with or without adult support. They are aware of behaviour boundaries and show consideration for others.

Pencil control is developing well and children use writing in a variety of ways, for example, in the role play post office, restaurant and doctor's surgery. Name cards are used effectively to develop the link between sound and letter, children enjoy stories and select books and handle them well and they are learning to speak in turn and listen to others. Children count throughout their day and they are learning numerals; initially to three, then to five and beyond when ready to do so. They are developing an awareness of calculation and size, for example, with large plastic blocks they count whilst building a tower of 16 and then discuss whether they can add "one more" or two more" and then when asked if a child can reach the top, the child says "no, it's too tall". Children enjoy singing and dancing and use their imagination when moving to music. They experience a variety of opportunities to explore and investigate and develop their senses within their setting, but do not leave the premises and explore the local environment, except to use equipment at the park which is in the same grounds as the village hall. Children have daily access to a computer and are developing good control of the mouse.

Staff ensure that children's activities and opportunities for learning link well to planned themes. For example the wooden climbing frame used as a pirates' den and the platform used as a 'crow's nest' with telescopes made by the children, looking at a map of a Caribbean island at group time and discussing the texture and smell of a coconut and talking about how and where

they grow. In the sand tray children play with a small world pirate ship and pirates and they have pennies to use as treasure and containers to use as treasure chests. In the sand a staff member says to a child "what has happened to the pirate's eye?" Comparing this to the Peter Pan story the child responds by saying, "the crocodile has eaten it - and his foot!"

Three and four-year-old children experience a variety of activities that promote learning and aids their development. Staff use observation and assessment and information from parents effectively to identify where each child is at along the stepping stones that lead towards the early learning goals and so challenge children effectively to lead them towards the next step.

Helping children make a positive contribution

The provision is good.

Children's individual needs are well known by staff because admission information is thorough and communication with parents is good. Staff ensure that they put into practice the Equal Opportunities Policy which identifies that all children are respected and their individuality and potential recognised, valued and nurtured. Children's spiritual, moral, social and cultural development is fostered. Staff are proactive in ensuring that children learn to value similarities and differences between themselves and others, for example, by celebrating a range of religious and cultural festivals through the year. Children are also gaining a good awareness of diversity as they have access to a variety of resources that reflect positive images. There are currently no children on roll who have a disability or learning difficulty but staff make sure that all children are included and are challenged effectively to reach the next steps in their development.

The partnership with parents is good. Parents play an active part in their child's care and education. In order to help their child feel settled and secure parents are asked to visit during the weeks before the child starts playgroup and flexible admission procedures meet the needs of each child. Parents receive support regarding how separation is best achieved and how to help their child to be confident that their parent will return. A prospectus contains information on the Curriculum for the foundation stage and 'Birth to three matters' information is displayed. Initially parents are asked to share what they know about their child's development and then each term they are given a form and are asked to record, inside four balloon pictures, two to three minutes of observations on the child, identifying things that have seen the child do or say. This then informs staff planning. Parents are aware that assessment records are kept and they may access them at any time, information is shared on a daily basis and newsletters are sent home for every half term. Parents are invited to attend as helpers. They are aware of the settings policies and procedures, including the complaints procedure, but potentially the quality of children's care is compromised because parents are not aware of revised regulations with regard to recording complaints.

Children's self-esteem is given a high priority and the behaviour policy states that, "we aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement". In order to achieve this staff ensure that they are positive role models, praise desirable behaviour and are consistent. Children are never humiliated and are supported in seeing what was wrong in different situations. Level of understanding is always considered and staff often use distraction rather than confrontation to manage behaviour. Children readily accept reminders from staff to share and take turns, they cooperate and behave well.

Organisation

The organisation is satisfactory.

Children are cared for in a clean and welcoming environment and space is organised to enable them to experience a good range of play activities. The provider ensures that children's care and education is promoted well by a stable team of experienced staff. Resources and activities are easily accessible to all children and they are encouraged to become independent learners.

Leadership and management is good. The playgroup leader is part of the childcare team and all work well together. Children benefit from their commitment to improving their knowledge and skills. All staff demonstrate an awareness of the Curriculum guidance for the foundation stage and work well to support all children. Resources meet children's needs and activities are well planned by the team. Key issues raised at the last inspection have been addressed by staff and the playgroup committee. Staff monitor and evaluate care and education as they regularly seek advice from an advisory teacher and local authority development workers.

Children's welfare and care are generally supported with staff implementation of the setting's policies and procedures. All required policy statements are included in a file that parents are invited to read but the complaints and child protection procedures do not contain all required information. Legally required documentation is in place and is kept up to date and in satisfactory order. Overall, children's needs are met

Improvements since the last inspection

At the time of the last inspection four recommendations were made. The provider was asked to develop the child protection statement so that it includes contact names and telephone numbers for the local police and social services department and include procedures to be followed in the event of an allegation being made against a member of staff or volunteer. Children's well-being is generally addressed but the policy still does not identify the contact information for the police and social services. The provider was asked to develop the written statement on special needs so that it is consistent with current legislation and guidance and includes both special educational needs and disabilities. This has been addressed with a comprehensive policy to ensure that in practice children's needs are met. The third recommendation relates to the former premises, to make sure that rooms are maintained at an adequate temperature. In the new village hall the temperature is satisfactory at the time of inspection but staff are concerned that in cold weather the current heating system will not be adequate. At the last inspection the provider was asked to make sure that there is a named deputy who is able to take charge in the absence of the manager and that children belong to a key group which has consistent staff. Children's needs are met because a named deputy holds a level two qualification and she is working towards level three. A key worker system has been established.

There were three key issues raised with regard to nursery education. The provider was asked to make sure staff are aware of the early learning goals, develop the use of spontaneous counting and provide opportunities for children to compare numbers, solve number problems and develop emerging writing skills. Children are developing well because all of these issues have been addressed.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

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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):

- make sure that parents are fully aware of child protection procedures and include contact telephone numbers for the police and social services in the written policy
- ensure that staff and parents are aware of revised regulations with regard to recording complaints.

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):

- provide opportunities for children to notice differences between features in the local environment.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk