



Badingham Play School

Inspection report for early years provision

Unique Reference Number	251404
Inspection date	22 November 2006
Inspector	Andrea Caroline Snowden
Setting Address	Low Street, Badingham, Woodbridge, Suffolk, IP13 8JS
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Registered person	Badingham Play School
Type of inspection	Integrated
Type of care	Full day 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?

Badingham Play-school opened in 1973. It operates from the village hall in the centre of the village and serves Badingham and the surrounding area. The play-school uses the main hall and a smaller room for activities and there is an enclosed outside play area.

The setting is registered to provide care for 24 children at any one time. There are currently 24 children aged from two to five years on roll. This includes 11 children who receive government funding for nursery education. The play-school supports children with special needs but does not currently have any children with identified needs on roll.

The group opens on Monday, Wednesday and Friday during school term times. Sessions are from 09:00 until 11:30, and 12.30 to 15.00 with a lunch club provided from 11.30 until 12.30. On Friday the group only opens for the morning session and the lunch club.

The play-school is managed by a voluntary committee who employ a team of five staff to work with the children. The supervisor is suitably qualified, holding a level three qualification. Additionally, two members of staff are currently working towards gaining recognised qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

There are effective policies and procedures in place to maintain children's good health and welfare. Clear information is sought about their health and dietary needs prior to them being left at the setting. Children who are ill are cared for appropriately and there is good information to help support parents when dealing with childhood illnesses. The staff are trained to administer first aid and parents have given their written permission to enable them to seek emergency medical treatment, ensuring staff can respond to accidents swiftly. Children are learning about looking after their bodies through planned activities such as when the dentist visits. They wash their hands routinely before eating food and after using the toilet.

The setting takes positive steps to promote healthy eating. Children are offered a range of healthy options at snack time such as fresh fruit and raw vegetables followed by savoury biscuits. Children have grown their own runner beans in the garden and then eaten them for snack, made fruit kebabs and enjoyed noodles whilst celebrating Chinese New Year. Their awareness of healthy eating is raised and they are developing positive eating habits from a young age. The lunch club gives children the opportunity to enjoy their packed lunches together, fostering their independence and social development. The setting have worked with parents to ensure that children eat healthily at lunch time.

Children have regular access to fresh air and exercise, using the interesting, enclosed garden. They are beginning to learn about a healthy, active lifestyle and enjoy the apparatus provided. Children are excited about the opportunity to practise their skills when taking part in the 'Fundamentals Gym' programme. They competently erect some of the equipment helping staff create an obstacle course. They crawl through the tunnels, jump through hoops and weave in and out of posts, moving their bodies with confidence and displaying spatial awareness. Older children use small tools such as scissors carefully and they cut with accuracy. They practise their hand eye coordination skills, for example, when using a glue stick on a small piece of paper they neatly spread the glue to ensure it does not go over the edges.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children receive a warm welcome from the staff and come into the setting happily. Children's art work is displayed on notice boards and hanging from the ceilings, creating a child centred environment. The village hall and garden area is transformed by the hard work of staff and volunteers and an exciting, stimulating environment is created where children can explore and play in safety. There are clear policies and procedures in place to ensure the safety and security of children in the setting and regular risk assessments are carried out. As children arrive in the

morning they meet together in a room on the premises, to allow sufficient time for the main play area to be set up. The space in this room does not meet the minimum space requirements, meaning that when numbers rise above nine, children have insufficient space to move freely and spread out.

Children have free access to a wide range of clean and well maintained resources which they are encouraged to respect. They are learning to be responsible for their own environment by helping to tidy away after the session. Much of the equipment is labelled to assist them in this task. Children help sweep the outside play area with yard brooms which have been cut down so that they can use them safely. Children are learning about their personal safety and are asked to consider the consequences of their actions. They are reminded about using equipment properly, for example, how to carry scissors and how to move around the hall without running so that they don't fall and hurt themselves.

Children are protected from the risk of possible harm. Staff ensure that children are never left alone with persons who have not been vetted. Furthermore, children are not allowed to leave with any other adult unless parents have given their permission. The staff demonstrate that they are able to recognise the signs and symptoms of child abuse and can put procedures in place when necessary. Documentation to support staff and inform parents of the duty of the setting in protecting children is available. The management committee is effective in supporting staff with training needs to ensure children's welfare remains top priority.

Helping children achieve well and enjoy what they do

The provision is good.

Children are developing confidence in the setting as they settle to play quickly and chat to their peers and staff throughout the day. Any children who are unsettled and distressed are comforted by staff who quickly move to support and reassure them. Children show confidence in the way they move around the room, selecting resources and choosing activities for themselves. Children are familiar with the routine of the setting and automatically rush to wash their hands when lunch-time is mentioned. They understand that they must tidy away equipment before the next part of the day can begin. They are learning to share equipment and friendships are forming as they seek out others to do activities with. Children are becoming independent and their choices are respected by staff. They are encouraged to manage some personal tasks for themselves, for example, they access the bathroom facilities alone and pour their own drinks at snack and lunch times.

Children are given time to explore and investigate the activities and their environment. They enjoy opportunities to paint, use glue and explore textures with play dough and shaving foam. At the craft table they make and decorate drums. A small group of children extend this activity by marching around the room, beating them as they go. They enjoy stories which are read on demand and music which is incorporated into their day. Children play freely with staff who effectively support and encourage them, developing their confidence at new activities. Staff are kind and gentle to the children and there is a warm rapport between them.

Nursery Education

The quality of teaching and learning is good. Children are interested in learning and eager to become involved in activities. They are making good progress towards the early learning goals in all areas of their learning. Staff have a sound knowledge of the Foundation Stage and are all involved in planning a balanced and varied curriculum. They use a variety of teaching methods to help children learn and at times older children are split from the younger ones to ensure teaching is appropriate for the different age groups. During planned activities staff ask questions to promote children's thinking, but opportunities are missed by staff to use questioning effectively during children's normal daily routines and the remainder of the activities. Staff are well deployed to ensure children are supported in their learning and the environment organised to help children be self-sufficient. Written assessments are made of children's learning. These are just beginning to be used by staff to plan future activities to meet children's individual learning needs. However, this system has not yet been formalised and so assessments are not being used effectively to plan the next steps for children's learning.

Children part from their parents with ease and have developed friendships within the play-school. They are beginning to learn to think of others. A child announces that they are going to look after a younger child during the day and is observed reading a book to the child and placing a reassuring arm around their shoulder. They choose freely from activities presented to them. Their confidence levels are high and one child sings alone to the group during music time. Children can follow simple instructions from staff and are able to pass messages on when asked to do so. Older children write their names competently, whilst younger ones use the variety of writing media to mark make. Children are helped to understand that print carries meaning, through labelled displays and meaningful activities. Children are aware of shapes and are able to name them, for example, when making dollies from wooden spoons they discuss triangles, rectangles and circles. A child holds up three fingers to indicate to a member of staff that three scoops of rice were used in making the shaker. More able children count confidently and are being introduced to simple calculation.

Children's design and making skills are developing as they build with Lego. Children use simple equipment such as V-tech computers and tape recorders to explore how things work. They talk about the world around them and have investigated the life cycles of a butterfly and learnt about different cultures and festivals. They have nurtured their own plants, observing them growing and noticing the change that happens. They have dressed as kings and queens and visited a local castle. They played music and learnt about what it would have been like in the twelfth century, helping to differentiate between the past and present. Children's imagination is well fostered. They use the small world play and the role play area to create stories and games of their own. They explore musical instruments and are intrigued by the different notes that can be played on the steel drum.

Helping children make a positive contribution

The provision is good.

Children feel a sense of belonging to the setting. They have personalised coat pegs and book trays and sing welcome songs which include their names. Staff know children well and are therefore well placed to meet their individual needs. Through the key worker system staff are able to monitor children's development and learning. Children experience a variety of activities

which helps raise their awareness of equal opportunity principles. They celebrate different festivals such as Chinese New Year and have learnt about the Jewish harvest festival - Sukkot. Dressing up clothes include some national costumes and a child dresses in a sari.

Children's individual needs are identified with parents before care is provided and the setting is suitably prepared to accommodate those having learning difficulties or disabilities. Staff are able to recognise possible developmental delay and there are appropriate procedures in place to guide them if children appear not to be making progress. They are able to work with parents, carers and other agencies to provide appropriate care and learning and can access support from the area coordinator to develop individual educational plans so that children of all abilities can reach their full potential.

Children's spiritual, moral, social and cultural development is fostered. They behave considerately to one another and are learning to share resources. They are effectively supported to help manage their own behaviour because staff set clear boundaries and have high expectations for their behaviour to be good. Staff present as positive role models to the children because they are calm, polite and friendly. Children's self-esteem is promoted as staff praise and congratulate children on their achievements.

The partnership with parents and carers is good. Parents are warmly welcomed into the play-school and provided with a prospectus explaining useful information and policies which enable them to understand how the setting works. There is a good verbal exchange of information, as parents drop off and collect their children, to ensure that everyone remains informed about the child's welfare, achievements or any incidents. Parents are pleased with the education their children receive and speak of the staff as friendly and approachable. They are well informed about the early education that is provided. For example, curriculum planning is displayed on the notice board and parents receive written information about the six areas of learning. Parents are encouraged to be actively involved in contributing to children's developmental files with observations they have made at home.

Parents of younger children also enjoy positive relationships with the staff. They are encouraged to exchange information about their child in order for staff to be able to meet their needs properly, and at the end of each day there is a comprehensive hand over to provide the child with continuity of care. Children benefit from seeing their parents and staff working together to meet their individual needs. Parents are informed about how to raise concerns through the setting's complaints procedure, and there is an effective method for recording and addressing concerns or complaints.

Organisation

The organisation is good.

Children's care and learning is supported by a qualified supervisor and staff who are experienced and committed. They understand how young children develop and attend some short courses to ensure their knowledge and understanding is up to date. Generally policies and procedures protect children and are effectively implemented to promote all the outcomes for children. However, the recruitment and vetting procedure is not robust enough and the behaviour management policy does not reflect the positive practice observed. There is no procedure to

be followed should there be any instances of bullying behaviour. The required documentation is in place and maintained to a good standard, ensuring that children are cared for according to their parent's wishes. The accuracy of the records ensures that staff always know who is present and that they are able to maintain children's safety and welfare.

The leadership and management of the provision is good. The play-school is guided by clear aims that help the staff to provide a safe, stimulating environment. These aims are fulfilled as evidenced by the good progress children are making. The management committee supports the staff in meeting the children's needs, through regular discussion at committee meetings which enables assessment of the setting's performance. The appraisal system ensures staff have a clear understanding of their roles and responsibilities in delivering care and education of a suitable standard. They are able to consider their professional development needs and training which in turn provides children with a better quality provision. Staff work well as a team and are deployed effectively by the supervisor to ensure children's learning needs are promoted. The setting is committed to improvement and has embarked on a quality assurance scheme to ensure children benefit from high quality care and education. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was asked to consider a number of recommendations, concerning children's independence, their hygiene and management of their behaviour. In addition the setting was asked to develop curriculum planning further and to use the assessments to plan children's next steps for learning.

Good progress has been made in implementing these improvements. Children's independence and hygiene is further promoted as they are now able to freely self select resources from low level storage and hand washing procedures have been improved to ensure that children no longer share water to wash in. The management of children's behaviour is improved and children know what is expected of them. Incidents are recorded and strategies for dealing with unacceptable behaviour are in place.

Planning has been developed to ensure all aspects of the Foundation Stage are covered in the year and therefore children have access to a balanced and complete curriculum. Whilst some progress has been made in using children's assessments, these are still not being used to their full potential and therefore the setting has been asked to consider this again following this inspection.

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- ensure space used for children meets the minimum requirements
- develop the behaviour management policy to include a statement on dealing with bullying and to reflect how staff encourage positive behaviour
- ensure the recruitment and induction procedure is robust and includes steps to be taken when vetting new staff.

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):

- use children's assessments more effectively to identify children's learning and the necessary next steps to ensure their progress
- continue to promote children's learning and help them practise their skills and knowledge during normal routines and within all the activities provided.

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