



Woodmancote Pre-School Group

Inspection report for early years provision

Unique Reference Number	101654
Inspection date	14 December 2006
Inspector	Hilary Elizabeth Tierney
Setting Address	Woodmancote Village Hall, Bushcombe Close, Woodmancote, Cheltenham, Gloucestershire, GL52 9HX
Telephone number	01242 675855
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Registered person	Woodmancote Pre-School Group
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Woodmancote Playgroup meets in Woodmancote Village Hall. The hall is adjacent to the village playing fields and play park area. The playgroup is run by a voluntary committee and is a member of the Gloucestershire Playgroup and Toddler Association (PATA). Children have access to the main hall and the small hall. The children are able to use the playing field and adjacent play park for outdoor play.

The playgroup have been registered since 1994. They operate during school terms on Monday to Friday from 09.30 until 12.00 with an additional session on Friday afternoon from 12.30 until 15.00. The Tuesday session operates in the small hall for a smaller group of children. The playgroup accepts funded three and four-year-olds. At present the group have a total of 50 children on roll with a total of 34 funded children. The playgroup currently supports a number of children with special needs and who speak English as an additional language.

There is a team of eight staff who work with the children. Relevant childcare qualifications to level three have been achieved by most staff. All staff have completed training courses in first aid and child protection. The playgroup receives support from the Early Years Childcare Services and Foundation Stage Consultants.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn good hygiene practices and understand why they wash their hands before they have snack and after using the toilet. The staff are suitable role models and children observe them cleaning tables with antibacterial sprays and washing their own hands before snack time. Staff keep clear accident and medication records that are shared with parents on the day. Children's health is protected adequately. All staff have completed first aid training and are confident in dealing with minor injuries. Written parental permissions are in place and all their emergency contact numbers are easily accessible, this helps to ensure there are no delays in the event of an emergency.

Children are beginning to learn about healthy eating and fresh fruit is offered regularly during snack time. However at times snack time is not well organised and staff do not always sit with children as they eat. Older children are not encouraged to pour their own drinks and get involved in the preparation of snacks. This means older children's independence is not encouraged. Staff have good awareness regarding children's individual dietary needs and meet them well.

Children have good access to large physical play equipment on a regular basis. The large hall is divided well to allow children to have a chance to play on bikes, scooters, cars and climbing frames. When the weather permits children are taken outside on the field, this enables them to have fresh air and exercise. During the summer months children have been taken on nature treks to see badger sets, wild flowers and have a picnic in the nearby fields.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming environment with caring staff. The staff ensure children are safe as they play and regular risk assessments are carried out. Resources are checked daily as they are put out for children at the beginning of each session. These are in good condition and of good quality. The hall is divided into areas for children to play, areas include a cosy book corner, floor games, construction area and craft area.

Children are supervised adequately during the sessions. There are clear procedures for any outings undertaken and detailed emergency evacuation plans are in place. These are practised with children regularly and records kept. However there is no record kept of visitors' times of arrival and departure at the setting, this may put children at risk.

Children are protected satisfactorily. Staff have clear a clear understanding about child protection issues and safeguarding children. All staff have completed child protection training and are

confident in the procedures to follow in the event of having a concern about a child in their care. There is a clear child protection policy in place.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children settle quickly as they enter the premises. They take off their coats and bags, putting them on their named chair. Children play happily with the balanced range of activities provided for them. Staff interact well with the children and greet them as they arrive into the hall. During circle time children sit and concentrate well and listen carefully to what the staff say. Children play and co-operate well with each other as they play with the castle and dragons. They 'save the princess' from the dragon. Interaction between children is good.

Children have built satisfactory relationships with staff. The staff use a key worker system, this works well and enables staff to build effective relationships with children and their families. Staff meet children's needs adequately. Children are not always encouraged to do things for themselves and were observed having their hands painted by the staff during a craft activity. This limits children's independence and spontaneity to progress the activity in the way they would like to go. The staff do not use the Birth to three matters framework to enhance the younger children's learning and development. However planning of activities for older children is very detailed.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making satisfactory progress in their learning because the staff understand the Foundation Stage. Plans are detailed and informative. These help the key workers plan for children's next stages of learning. Successful tracking of children ensures staff are able to extend children adequately. There is an appropriate balance of adult-led and child-led activities provided. Children have limited access to mathematical learning and staff do not fully embrace the opportunities within the session to develop this. For example during snack time children are not encouraged to count plates, cups, chairs and during other activities mathematical language is not always used.

Children are happy, confident and interact well with staff and each other. Staff use many open questions during activities to help children think, for example during the cornflower and water activity children are asked 'how does it feel' and 'what is it doing as you hold it' Staff are good role models and join in activities with enthusiasm. When playing physical games in the hall, staff and children run, jump, and dance with enjoyment and excitement finding mats to stand on when the music stops.

Children are encouraged to take responsibility in their personal care. They are able to visit the toilets independently and wash their hands with little reminders from staff. However during snack time children sit in a large group for snacks and the older children are not encouraged to pour their own drinks. This limits children's development of their own independence. Children gain experiences that encourage them to understand about the world around them such as walks on nature trails, outings, and visits by parents to help understand their culture.

Helping children make a positive contribution

The provision is satisfactory.

Children are well supported in the setting. Staff know children well and offer appropriate support for those with learning difficulties and disabilities. Children have developed positive relationships with staff and each other. There is a satisfactory, balanced range of resources that reflect the diversity within the community. Parents are invited to share their cultures with the children during sessions. For example bringing in certain types of food during festival times. Spiritual, moral, social and cultural development is fostered. Staff encourage children to be calm and caring towards each other. Good behaviour is encouraged with plenty of praise and encouragement offered as children play and achieve.

The partnership with parents is satisfactory. Parents are given detailed information regarding the care provided. Detailed policies and procedures are accessible for parents on the notice board. During committee meetings parents are able to voice their opinions. During a recent annual general meeting details of the Foundation Stage were given to parents during a talk by the play leader. Parents spoken to feel this was informative. They stated that they receive adequate information about their child's day. Parents feel staff are approachable and are happy with the care provided.

Organisation

The organisation is satisfactory.

Leadership and management are satisfactory. The play leader and staff work satisfactorily as a team. The key worker system works well enabling staff to build positive relationships with children. A balanced range of activities are provided for older children. Through clear and detailed planning staff are able to identify and extend children's learning and development. However there is no effective planning of activities for the younger children. Clear systems are in place for evaluating and monitoring the provision and curriculum to identify strengths and weaknesses.

Staff are supported well by the new committee, who are committed to improvement. Clear procedures for training and recruitment of new staff are in place. Staff and committee are clear in their roles. All legally required documents are in place, however registers do not record actual hours of attendance for children, staff and visitors. In the past staff have not always informed Ofsted of any significant events for example when a child has required further medical attention. Policies and procedures are clearly written and easily available for parents. Confidentiality concerning child details and adults is maintained at all times.

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

Improvements since the last inspection

The provider had three recommendations from the last inspection. These were to develop effective ways to manage children's behaviour, taking into account their age and stage of development; ensure parents can access policies and procedures information easily; further extend policy statements for uncollected child and special needs to clarify actions that would

be taken, and add contact details for Ofsted to the complaints procedure. These have been completed successfully. Staff are now consistent, working closely together to ensure they are effective in their behaviour management of children. Parents now have full access to all policies and procedures as these are displayed on the notice board every session. There are detailed policies in place for an uncollected child and special educational needs. Parents have easy access to details for Ofsted within the complaints procedure.

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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The quality and standards of the nursery education are satisfactory.

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):

- develop further activities and planning for the younger children to enhance their learning and development for example by use of the Birth to three matters framework.
- ensure records of attendance include actual times of attendance for children, staff and visitors.
- ensure Ofsted is kept informed of any future significant events.

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):

- encourage and develop further children's independence for example during snack time.
- develop further children's understanding of mathematical language, counting, pattern and shape.

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