



Bredon Playgroup

Inspection report for early years provision

Unique Reference Number	205313
Inspection date	17 November 2006
Inspector	Ruth Tharme
Setting Address	Church Rooms, Monks Close, Bredon, Tewkesbury, Glos, GL20 7LG
Telephone number	01684 773536
E-mail	
Registered person	Bredon Playgroup
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?

Bredon Playgroup opened in 1992. It is a voluntary run group that meets in the church rooms in the village of Bredon, about four miles from Tewkesbury. The playgroup serves the local area.

There are currently 32 children from two to four years on roll. This includes 19 funded three and four year olds. Children attend for a variety of sessions. The setting supports children with special needs and those who speak English as an additional language.

The group opens five days a week during term times. Sessions are from 09:00 to 12.00 or from 09.00 until 15.00 on Tuesdays and Wednesdays.

The playleader holds a level 3 qualification. There are two full-time and three part-time staff who work directly with the children.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

There are effective arrangements in place to ensure that clear records are maintained of any medication children receive, or of any accidents that occur. Documentation is accurate and detailed. Hand-washing procedures are well established, toilet facilities are suitably equipped and staff take steps to ensure that children have regular access to fresh air and exercise. Children's health is actively promoted. Members of staff have received appropriate training and first aid equipment is readily available so children can be treated quickly in an emergency situation. There is an exclusion policy in place so children with infectious diseases cannot spread illness to others.

Regular drinks of milk or water are available during the session. Children have a snack break, part way through the session. Individual dietary needs are well catered for as staff are well aware of specific requirements. The group has a healthy approach to food so children are offered a selection of fresh fruits to eat at snack time.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are attractively decorated with examples of children's work so a welcoming environment is provided. The premises are clean, suitably maintained and are of an appropriate temperature so children are safe and comfortable. The use of space is well planned so children can move around freely between activities.

Equipment is safe and suitable for the children to use because staff carefully consider the needs of the children when purchasing new resources. Toys and activities are easily accessible as they are presented within reach, on low-level tables and shelves.

Well documented checks are carried out on a daily basis to ensure children's safety. Staff are well deployed so children are appropriately supervised. Fire drills are held each term so children know what to do in an emergency situation. Security arrangements are good so children cannot leave the premises unsupervised, and the arrangements for collection ensure that children are only handed over to authorised adults.

Staff are well informed about child protection issues. They are aware of the possible indicators of abuse so they are well placed to identify a child who may be in danger. They have implemented procedures so children feel able to share any concerns they may have. There is a clear policy for staff to follow to make sure that children are appropriately protected should any issues be raised.

Helping children achieve well and enjoy what they do

The provision is good.

There is a wide range of activities available for children which promote their all-round development. Children regularly enjoy craft activities, construction, singing, music making and imaginary play. There is a well established key-worker system in place and an informal system of observation is implemented so staff are able to assess children's development and make plans to help them progress.

There are frequent opportunities for children to make decisions for themselves and to explore. They make choices during free play and enjoy using a variety of media such as sand, water, dough and paint. Adults encourage children to think as they consistently ask for their suggestions and opinions. They support and develop children's interests and skills by providing appropriate equipment and activities.

Staff are warm and affectionate and give children reassurance so they feel valued, safe and secure in the setting.

Funded Nursery Education

The quality of teaching and learning is good. Staff are knowledgeable about the early learning goals and the stepping stones. They know the children in their care well and are clear about how each child is progressing.

Planning is based around staff knowledge of individual children. They use observations and tracking to assess their progress and learn about their particular interests. The information gathered forms the basis of future plans. Activities are adapted to meet individual needs but this differentiation is not recorded in written plans so adults who are less familiar with the children or the setting are not able to support children as effectively. Children are grouped according to their age so those leaving for school have opportunities to learn the specific skills they will need.

The use of time and resources is well planned. Children are able to finish their work as they are given sufficient time to complete their activities. Resources are plentiful so each child can take part fully.

Staff meet daily to evaluate the session and discuss their observations so they are well equipped to plan for the next day and future sessions.

Children are making good progress towards the early learning goals in all areas. They show curiosity and have a strong exploratory impulse. They separate from their carers with confidence as they are welcomed by friendly staff. They demonstrate their sense of belonging when adding their names to the tree, to sign themselves in. The children feel safe and secure and respond positively to direction from adults. They behave well, having a clear awareness of boundaries and behavioural expectations within the setting. They demonstrate a pride in their achievements, pointing out their work to others. The children have a developing awareness of cultural differences as they take part in activities which celebrate diversity.

Children listen carefully to stories, joining in as part of a group or as an individual, and making good use of the book corner. They enjoy rhythmic and rhyming activities, and draw and paint confidently, sometimes giving meaning to their marks. They engage in activities requiring hand-eye co-ordination, such as sprinkling glitter onto their work, which helps develop their pre-writing skills.

Children show an interest in numbers and counting. They can say confidently the number that is one more than, and can continue a number string. They use mathematical names for shapes, such as circle and square and can complete puzzles by matching shape and orientation.

Children explore objects, such as apples growing on a tree, or bugs under a stone. They investigate construction materials and use scissors, glue and card to create for their own purpose. They show an interest in information and communication technology, helping to change the batteries in a digital camera. The children remember significant events that have happened to them as they look at the memory board and photograph albums. They demonstrate a good sense of place as they observe, find out about and identify features in the place they live, on an outing round their village.

Children move freely and with confidence. They judge their body space well in relation to others as they find their own space on the mat. They show an awareness of healthy practices, for example, routinely washing their hands after using the toilet and before eating. They confidently use a range of small and large equipment and are skilful in their use of a range of one-handed tools such as scissors, brushes and spreaders.

Children are beginning to recognise and name colours. They request specific paints for their work. They join in enthusiastically with favourite songs and tap out rhythms using shakers. They use small world toys to act out stories of their own making and engage in role play based on their own experiences. For example, by making pretend cups of tea for adults.

Helping children make a positive contribution

The provision is good.

Staff speak with parents before care commences. They maintain written records of specific requirements so they are able to ensure that individual needs are met. The equal opportunities policy is regularly reviewed by staff and is implemented effectively for the benefit of all children. They have equal access to toys and activities as staff provide equipment and additional support to allow those with learning difficulties or disabilities to take part fully. Adults and children have learned to sign, which promotes inclusion. A wide range of activities are organised which promote children's knowledge and understanding of faith, culture, gender and disability. They visit the local church and a nearby martial arts centre. There is a strong emphasis on working with parents and other professionals to ensure that children with special needs are well supported.

Children behave well. Staff manage behaviour sensitively. They are clear about appropriate strategies, offering choices, setting clear ground rules and praising children for good behaviour. However there is no written statement on behaviour management so adults and parents who

are less familiar with the setting do not have clear guidelines to ensure that they manage children's behaviour effectively.

The partnership with parents is good. Parents are well informed about the setting and the curriculum. Staff provide written information on the notice board, in newsletters and in the prospectus. Parents are kept up-to-date with their child's progress through regular contact with staff, informal meetings and the sharing of written records. Staff are pro-active in encouraging parents to share what they know about their child so they are able to offer them appropriate support within the setting. The parent rota, suggestion box and Bertie Bear provide opportunities for parents to be involved in their child's learning.

Staff provide a warm and welcoming environment for the children and their families. Visitors are greeted by name and parents speak highly of the friendly and approachable staff.

There is a written complaints procedure in place which is readily available to all. Staff are not familiar with current legislation regarding the sharing of written information about complaints with parents. This means that should a complaint be made, there is no system in place for recording this, or making it available to all parents on request.

Children's social, moral, spiritual and cultural development is fostered.

Organisation

The organisation is good.

There are robust procedures in place to ensure that staff are suitable for their roles. Checks are updated regularly and records are maintained of qualifications. Volunteers are supervised at all times to ensure that children are safe. Staff are suitably trained and the person-in-charge holds a level 3 qualification.

There is a named deputy to ensure that suitable cover is provided in case of absence or illness. Children receive good levels of adult support as above minimum ratios are maintained throughout. Clear induction procedures ensure that staff are well equipped for their roles. The daily register provides an accurate record of children's attendance. It is clear and up-to-date.

Documentation is securely stored so children's confidentiality is maintained. The certificate is clearly displayed on the notice board so parents have access to information about the conditions of registration.

The leadership and management of the setting is good. Committee members are clear about their roles and responsibilities. They work closely with staff to develop good practice. A self-evaluation form is completed and reviewed regularly. There is a clear action plan in place to address any areas identified for improvement. Parents are asked to complete questionnaires and staff are keen to complete a quality award scheme so the effectiveness of the setting is closely monitored. The group receives input from a mentor teacher to monitor the quality of the funded nursery education.

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

Improvements since the last inspection

Good progress has been made since the last inspection. The group was asked to obtain personal details for every child attending the setting. A clear registration system is in place so there are now accurate records of all children's names, addresses, contact details and specific needs.

At the last inspection of the funded nursery education there were two key issues raised. Firstly, the group was asked to increase opportunities to encourage and extend children's early writing skills, and to allow children more choice in creative activities. Clear planning now ensures that mark-making equipment is available at all sessions, including paint, pencils, chalk and sand trays. An adult initiated craft activity is always available, and in addition, children have free access to equipment to use for their own purpose.

The second key issue required the group to plan a range of activities that allow children increased access to information and communication technology. Additional resources have been provided so children now have regular access to a wide range of equipment including a computer, battery operated toys, a compact disc player and electric keyboards to support their learning.

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

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):

- produce a written statement on behaviour management which states the methods used to manage children's behaviour and ensure that it is fully understood and followed by staff and discussed with parents and children
- develop knowledge and understanding of the regulations regarding the recording of complaints and sharing information with parents

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):

- continue to develop the planning and assessment cycle so written plans target individual children effectively, and ensure that all adults are well informed about the learning intentions for individual children

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