



Breedon Play And Learn Group

Inspection report for early years provision

Unique Reference Number	226196
Inspection date	06 March 2007
Inspector	Dianne Lynn Sadler
Setting Address	St. Hardulphs Church of England Primary School, Breedon on the Hill, Melbourne, Derbyshire, DE73 1AN
Telephone number	01332 862572
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Registered person	Breedon Play and Learn 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 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?

Breedon Play and Learn Group opened in 1988. It operates from a large room in St Hardulph's Primary School in Breedon. A maximum of 20 children may attend the group at any one time. The group is open on a Monday, Wednesday, Thursday and Friday from 09:05 to 11:35 and 12:30 to 15:00, term time only. All children share access to a secure outdoor play area.

There are currently 29 children aged two to five years on roll. Of these 18 children receive funding for nursery education. Children come from the local area. The group supports children with disabilities and/or learning difficulties and children who speak English as an additional language.

The group employs four members of staff. Of these, three hold appropriate early years qualifications. One member of staff is working towards an appropriate qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for well in a clean, tidy environment. They stay healthy and thrive because staff follow effective policies and procedures which reflect current environmental health and hygiene guidelines. Good procedures, such as notices displayed throughout the environment reminding staff of their responsibilities, sustains the good health of children and helps reduce the risk of infection. Children are learning to understand and are becoming aware of good health and hygiene practices, which are promoted through the support and guidance given by the adults. For example, children know to wash their hands after using the toilet and before eating. This is further promoted by an informative poster in the bathroom reminding children of the hygiene procedures.

Children benefit from a wide range of nutritious meals and snacks, which ensures they are well nourished. Children access the 'snack-bar' throughout the session by choice and enjoy fresh fruit, such as apple, banana and kiwi. They also access drinks and choose from milk or water. Children staying for lunch enjoy a packed lunch provided by their parents, which is stored appropriately by the group. The dietary needs of children are discussed with parents and recorded well, ensuring that children with allergies or those that have a specific diet, have their needs met appropriately.

All children are learning about the importance of a healthy lifestyle. They enjoy being active and access fresh air and exercise every day, which promotes development of their physical skills. For instance they benefit from playing in an imaginative and interesting outdoor play area. They climb on the large apparatus and enjoy using the see-saw and slide. They also enjoy using the balancing beams and playing with large soft sponge shapes indoors. Children are able to rest or be active according to their needs. For example, they can rest on a foam chair that pulls out as a bed in the quiet zone of the playroom. They can also choose to take part in quieter activities such as reading books on a duvet and chairs placed in the book corner.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming and safe indoor and outdoor environment, which helps them feel secure and comfortable. Children can move around safely and with ease, which helps them to settle and feel confident. Risk assessments are carried out daily on the premises and equipment and recorded well. All hazards indoors and outdoors have been identified and minimised, protecting children from the risk of accidental injury. Effective policies and procedures ensure children are kept safe. For instance, if a different adult is to collect a child, the parent gives details of the adult and an individual password is used.

Children use good quality, suitable and safe equipment and play resources, appropriate to meet their different needs. Resources are easily accessed by children. For instance, books are displayed in a low-level box, therefore developing children's independence. Children are learning how to

keep themselves safe. They benefit from themes such as 'road safety' and 'people that help us'. All children regularly practise the emergency evacuation plan.

Children are successfully protected from harm because staff have a good understanding of their role in child protection and are able to put appropriate procedures into practice when necessary. They access training and are aware of what to do if they had a child protection concern about any of the children. There is a written policy which is clear and concise.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well and are confident in the group due to the good support from caring staff. All children thoroughly enjoy their time in the group and benefit from positive relationships with both adults and each other. They benefit from a stimulating and interesting environment in which they are happy, content and secure. All children benefit from seeing their work displayed, which successfully promotes their self-esteem and confidence. Knowledgeable staff successfully provide innovative and imaginative experiences which supports children's development and learning. For instance, children explore and investigate the natural world by intently observing 'wiggly-worms' through a magnifying glass outdoors. They develop their imagination by pretending to go on holiday, using the see-saw as an aeroplane and writing in their own personal passports. Children confidently move from activity to activity and initiate their own play. As a result their independence is promoted well.

Nursery Education.

The quality of teaching and learning is good. Staff have a sound knowledge of the Foundation Stage and a clear understanding of how young children learn and progress. Consequently all children are included and make good progress towards the early learning goals. Staff use a good range of teaching methods to maintain children's interests. Staff know that the children learn better when they are happy and relaxed. They ensure children are well settled before they concentrate on their learning. Staff sit with children, ask questions and offer support when needed. Staff effectively help raise children's awareness of the community and the wider world and there is a good range of resources to promote this. Consequently, children are well motivated and keen to learn. They receive appropriate challenges from staff who understand their needs and ensure they progress well.

Staff plan a wide range of activities under each area of learning. Planning links clearly to the stepping stones, gives good guidance to the staff and meets the individual needs of children. Staff have a clear idea of the learning intentions for children, which matches the programme of activities. Therefore children extend their learning and are provided with sufficient challenge. The assessment procedure is thorough. Effective use is made of observations to help staff plan for the next steps in children's learning. Assessment records clearly show the starting points of children when entering the Foundation Stage and the good progress made by children overall. The assessment records are shared with parents, but do not include their views about their children's development. Therefore the next steps planned for children may not be appropriate.

Children show a strong sense of belonging as they greet staff on arrival. Children are interested and engaged in their play as they select and carry out activities. They assume responsibility for their personal care as they wash their own hands and adjust their own clothes. However, children are not encouraged to develop their independence at snack-time. Children are developing confidence and good self-esteem as they select play resources for themselves and choose when to have their snack. Children behave well, responding positively to the boundaries set. Children can speak clearly and confidently, sharing their experiences, whilst others are able to make themselves understood through their actions. Children benefit from seeing print in the environment and show a good interest in books. They handle them appropriately and enjoy sharing stories with staff. Children recognise their names and are linking sounds and letters. For instance, they bring in items from home which have the same sound as their initial name. Children are developing good writing skills. They know how to form letters and use writing for a purpose. For instance, when pretending to go on holiday they write in passports and they label their own paintings.

Children understand and confidently use numbers in their play. They count up to ten confidently and beyond, and are beginning to explore 'big' numbers. For instance, they count 12 children present at registration time. They are developing problem solving skills and use language to compare numbers. They consider how many legs a spider has, using their fingers to count and consider how many fingers are left if one is taken away. However, there are limited opportunities for children to recognise numerals in the environment. Children also use language to compare shape, position, size and quantity. They pour water from one size container to another and consider position when pouring water and plastic spiders through a pipe. They are able to say whether the spider is inside or outside the pipe. Children develop an initial sense of time and place. They discuss the windy weather yesterday and activities available today. Children are able to explore and investigate, identifying living things in the natural world as they look for spiders and spider-webs outdoors using magnifying glasses. They enjoy identifying features in the place they live and the natural world. For instance children recall how the wind blows pine cones off the trees and they visit local interests such as Ashby Castle and the quarry. Children are learning about cultures and beliefs by exploring all religious festivals and investigating homes from around the world.

Effective use of the indoor and outdoor space, helps children develop their physical skills. Children move confidently and show an awareness of space when negotiating their way around the main play room indoors and when playing outdoors. This is promoted when children hunt for the eggs outdoors at Easter time. Children develop their skills for climbing and show control and skill when using the large fixed outdoor play equipment. Children confidently ride wheeled toys outdoors and enjoy using the parachute and balancing beams indoors. They use one-handed tools competently as they pour water from jugs and use brushes for painting. Children recognise the importance of being healthy through discussions about healthy practices such as eating and hygiene. Children take part in action songs and enjoy exploring different musical instruments. Children are able to express themselves freely through painting and enjoy exploring many different textures. For instance, they explore wet pasta using their bare feet and investigate the properties of yellow jelly. Children use their imagination through art and design, for example they enjoy making dragon flies using straws, paint and tissue paper and spider-webs

out of string. Children also dress up pretending to be a princess and asking the prince 'Will you marry me?'

Helping children make a positive contribution

The provision is good.

Effective relationships with parents ensure the staff know the children well. Children receive appropriate care relevant to their individual needs. Parents share information about children's care needs, preferences and cultural and religious needs, by completing a registration form on admission and using a parents day care book. This ensures children receive care consistent with home and are fully included in the setting. Parents receive an informative prospectus and regular newsletters. They are invited to meetings with the committee and are able to make their views known by using a suggestions box.

Clear, concise policies work effectively in practice to promote equal opportunities for all children. They enjoy positive relationships with the staff and with each other, and feel a sense of belonging, which helps them settle and feel confident. Children are warmly welcomed in the setting and all children are valued and respected as individuals. Staff foster close relationships with parents and other professionals to ensure children's needs are understood and met adequately. This includes children with disabilities and/or learning difficulties.

Children are being made aware of the wider society. Staff ensure that the resources positively represent the children who attend as well as the wider world. Children are made aware of festivals and celebrations such as Hannukah and Mothers Day. They make a Chinese dragon out of boxes for Chinese New Year and draw rangoli patterns for Diwali. Children also participate in themes which include 'Homes and where we live'. They explore and investigate different types of homes around the world, such as igloos, castles and home-boats.

Children's confidence and self-esteem is being developed well by staff with the use of praise and encouragement throughout the day. This is further promoted by children's work being valued. For instance, children proudly take work home to their parents and see some of their work displayed in the environment. Children are learning to understand responsible behaviour. They take turns, share play resources and show respect for others. This helps to ensure children's spiritual, moral, social and cultural development is fostered. The behaviour policy is well written, understood by staff and effective in practice. Therefore, children understand the rules and boundaries and their behaviour is managed appropriately, promoting their welfare and development.

The partnership with parents and carers is good. They receive comprehensive information about the educational programme provided and the six areas of learning. They know of the themes planned for children and activities offered each day. Therefore children's development in all six areas of learning is fully supported at home. Parents are actively encouraged to become involved in their child's learning in meaningful ways which helps children progress and enables them to make a positive contribution. For example, parents receive an informative home-link calendar detailing all the themes for the year and special events and celebrations. This ensures they are well informed and children are able to come to the group on 'Pyjama Day' dressed in their nightwear, carrying their special teddy bears. Parents also participate in the group helping

out on the parent-rota and fundraising. Parents are adequately informed about their children's progress and achievements both verbally and by being encouraged to look at the assessment records. Parents are able to verbally share information with staff about their child's development observed at home. However, assessment records do not show this contribution. Therefore the next steps planned for children may not be appropriate.

Organisation

The organisation is good.

Effective procedures for the recruitment and vetting of staff ensures children are cared for by staff who are suitable to do so, with appropriate experience and qualifications. This promotes children's safety and well-being. There are clear procedures in place to check the suitability of staff when recruited. However, there is no system in place to check the on-going suitability of staff, which compromises children's welfare. Successful induction procedures ensure staff are fully aware of the groups policies and procedures which maintains a good standard of care for children. Staff are deployed effectively and have a high regard for the well-being of all children. For instance adult to child ratios positively supports children's care, learning and play. Policies and procedures work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. They are available for inspection and shared with parents.

There is a good training programme implemented for staff and staff are constantly updating their knowledge by attending a wide range of training courses. This helps to broaden children's experiences and contributes to the quality of care provided. The leadership and management is good. Staff enjoy their time in the group and provide a stimulating and interesting environment. Staff are motivated and have developed a supportive team approach. All staff actively contribute to and aim for a good standard of education for all children. The manager provides clear guidance to less experienced staff and positively influences the quality of their teaching and the children's learning. There is a successful system for the monitoring and evaluation of the nursery education provision, which ensures children are making good progress. For instance, the manager is constantly observing the practice of staff, which is discussed and used to improve practice.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Care.

At the last inspection the group agreed to ensure that procedures are in place in the event of a child being lost or a parent failing to collect a child. Significant improvement has been made. There are now well written clear and concise policies and procedures addressing these situations, ensuring children stay safe.

Nursery Education.

At the last inspection the group agreed to plan a range of activities for children to design and build and provide more opportunities for older children to write and solve mathematical problems. Significant improvement has been made. Children make dragon flies and spider-webs out of different media and design and build a Chinese dragon out of cardboard boxes and materials. Children are also writing for a purpose when labelling their paintings or making marks in passports. They use calculation and solve the mathematical problem of pouring water from one size jug to another. This ensures children develop their skills in all these areas.

The group also agreed to re-organise the grouping of children to ensure they can listen and follow instructions. Successful improvement has been made. Staff use a wide range of teaching methods which include ensuring children are settled, sitting quietly and able to listen to the instructions given throughout the session. This ensures children can make a positive contribution and are motivated to learn.

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 standards.

The provider is required to keep a record of complaints made by the 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 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 vetting procedures include a system to check the on-going suitability of 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):

- ensure the views of parents about their children's development is sought, valued and acted upon
- ensure children have the opportunity to recognise numerals in the environment and develop their independence, specifically at snack-time.

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