



Filton Park Pre School Playgroup

Inspection report for early years provision

Unique Reference Number	135989
Inspection date	16 January 2007
Inspector	Dawn Biggers
Setting Address	Charborough Road Centre, Charborough Road, Filton, Bristol, BS34 7RA
Telephone number	01454 866580
E-mail	
Registered person	Filton Park 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 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?

Filton Park Pre-school Play Group opened in the late 1960's. It operates from the community centre, in Filton, South Gloucestershire. The pre-school serves the local and surrounding area.

A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday during term time from 09.15 to 11.45 and 12.45 to 15.15. All children share access to a secure enclosed outdoor play area.

There are currently 35 children from three to five years on roll. Of these 34 children receive funding for early education. Children attend for a variety of sessions. The pre-school currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The pre-school employs five staff, of these four of them, including the manager hold appropriate early years qualifications. A member of staff is working towards a qualification. The group is a registered charity and is run by a management committee elected from parents of children who attend the group.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children begin to understand the value of nutrition, as healthy snacks are provided, for instance fruit, cheese and toast on alternate weeks. Activities using fruit and vegetables and displayed healthy eating posters support their awareness further. There is clear liaison with parents about meeting children's dietary requirements, for example, when incorporating food activities. Children begin to make drink choices, for example, for snack time later in the morning. They begin to understand about their own fluid intake for instance, they ask for another drink. A few parents have begun to bring in water containers from home, however, fresh drinking water is not readily available in the playroom to enable children to help themselves to drinks when thirsty.

Children learn about good hygiene practices through established routines. They become independent in their self-care skills, for example, they wash and dry their hands after creative activities and when using the toilet. Staff act as role models in encouraging good standards of hygiene. They wipe the tables after activities and before snack time with antibacterial solution. Children are protected if they have a minor accident, as some of the staff are qualified to administer first aid. They clearly understand the medication and sickness procedures and records contain detail and signatures.

Children begin to learn the importance of physical activity in maintaining a healthy lifestyle. They participate in a satisfactory range of physical activities, which develop their large motor skills indoors and out, for example, they run, use the climbing apparatus, manoeuvre the scooters and participate in some action rhymes. Therefore they enjoy fresh air using the outside area in all weathers, for instance, they bring coats and boots, playing outdoors in light showers. Children begin to recognise the effects of exercise on their body as they become hot and tired during physical activity. They rest according to their needs, for example, sitting on the beanbags whilst looking at the books.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are secure and safe in an appropriately maintained, welcoming environment where risks have been identified and minimised. This means they are able to move around freely and independently. The deployment of staff ensures they are vigilant in their approach to safety and supervision. Access to the hall is monitored and clear procedures for the arrival and departure ensure children do not leave the premises unattended. For example, only named adults collect and a safety gate separates the entrance area from the playroom. Children are supervised to the toilets as other adults use the building. Therefore, they are protected.

There is appropriate, safe furniture and equipment in place to meet the needs of the children who attend. Staff check resources to ensure these are safe. Children enjoy a range of toys and equipment, appropriately displayed on low-level tables and mats, although choice and accessibility in most areas is limited.

Staff are aware of possible hazards in preventing accidents, for instance, they encourage children to tidy up and support them wiping the floor when the water tray has spilt. They check the play areas, for example, ensuring the sockets are covered and chairs are stacked to a safe level around the room. Children begin to learn about fire safety, participating in regular practises and talks are incorporated, for instance, about the hazards of bonfire night. Children begin to take responsibility for their own safety, for instance, they begin to follow rules, taking their shoes off and on whilst playing in the cosy area. Children's welfare is safeguarded and promoted, as there are appropriate systems in place for recording accidents.

Staff have a satisfactory awareness of the child protection policy and procedures and understand their roles and responsibilities. They have received training in this area, sufficiently updating their knowledge and practices. Some information is provided for parents about the procedures and therefore they are made aware of how children are safeguarded.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children settle quickly to the established routine. They are generally engaged and interested in a range of activities, which cover all areas of their learning. However, choice and accessibility in some areas is limited, due to the organisation and planning. Therefore, children do not always imaginatively explore and independently develop their play. Staff are attentive and therefore children are relaxed in their company and respond to their questions and genuine interest in their conversations. For example, they bring items from home and talk about the topic table. Children establish good relationships with peers, playing independently or in groups and are sufficiently confident. Some of children's development is monitored, for example, through a key worker system.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a sufficiently secure knowledge of the Foundation Stage, although their planning and assessment procedures are not used effectively to monitor children's progress within the curriculum. Staff incorporate appropriate teaching methods within the activities and these are sufficiently extended to take account of children's individual needs. For example, a child who completes a sequence pattern is introduced to further challenges. Staff consistently manage children's behaviour; therefore, they are generally well behaved. Staff ensure less able children are included, sitting with them during story time and encouraging their learning within the activities. They appropriately support children's thinking skills, for example, they encourage them to ask questions in helping to make a decision about who is the leader for the day. Staff provide a range of learning opportunities, however, the evaluation of activities does not consistently affect the future planning and therefore children's next steps are not always included.

Children make steady progress; they participate in a range of purposeful activities to promote their learning and development. These include topic-based themes, for example, about the seasons. Therefore they are engaged, mostly occupied and concentrate appropriately at their chosen activity. Children have satisfactory levels of independence, for example, they take turns to be the leader, wearing a badge and help the adult. They ask to use the toilet and store their pictures in their name bags to take home.

Children develop number awareness, they begin to count by rote the adults in the group and more able children begin to recognise numerals for the date. They begin to sort by shapes and colour and more able children make patterns with the soft shapes. They show interest in concepts such as floating and sinking, using stones, corks and sponges in the water. Children show interest in sounds and letters as they find their name card on arrival and when making drink choices. Children that are more able use language well initiate conversations about their experiences and share what special Christmas present they have brought in for circle time. Children confidently share their achievements, for example, their winter picture, "Look what I have made", and share what they have drawn, "It's a star". Children begin to develop scissor control; they attempt to cut the cards and ribbon, often with success. Children confidently access creative materials, using the glue sticks and pens to express themselves. They use their sensory experiences feeling the different texture of the collage materials, whilst making these stick to their winter pictures. Children begin to play imaginatively; they lie in the cosy area on the duvet, stretch out and use blankets to cover their peers. However, they do not always freely explore this area, as additional resources are not available to extend their play and imagination. They manipulate one handed tools, mark making lines on a low-level drawing board. Children enjoy books, they repeat a familiar story to a group of peers using the puppet and make the relevant animal noises related to the pictures. Children build relationships; they play together well, for instance, negotiating how they build a train track and house. Children develop knowledge and understanding of the world, they discuss the weather at circle time, recognising it is windy. They experiment with the Perspex shapes, looking through these, seeing how this changes the colour of the world. Themes and topics build upon their awareness further, for example, they learn about mini beasts and cultural festivals.

Helping children make a positive contribution

The provision is satisfactory.

There is a commitment to supporting an inclusive environment. Children with special needs are appropriately integrated in the group and staff are aware of their individual needs. Liaison with parents and other agencies enables appropriate strategies to be shared. For example, ideas from the hearing-impaired teacher are used to help support them within the whole group. However, monitoring of children's progress within the education plan is not sufficiently developed. Therefore, information is not always shared with parents about their progress towards these goals.

Children begin to learn about their identity, they make faces and look at themselves in the mirrors on the wall. They begin to develop awareness of diversity as staff ensure that a range of resources positively represent individuals from the wider world, for example, books, play people and dressing up clothes. The pre-school celebrates festivals and uses discussion to

extend children's knowledge within their themes, for example, about Chinese New Year and children participate in the pre-school nativity play. They visit the local schools events, for instance, the harvest assembly, and go on some outings to Slimbridge and Weston-super-mare. Children develop awareness of roles in the community, for example, the post person visits them and they participate in an activity to send letters. Fundraising events for charities develop their awareness of the needs of the wider world. Staff respect different cultures and beliefs, for example, liaising with parents, obtaining information to make sure they care for children according to their needs. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. Parents are welcomed and generally happy with the care provided and approachability of staff. Newsletters, topics and themes are regularly shared with them, for instance, during the first week of term children bring in their special Christmas present to show at group time. The parents' rota provides opportunities to see the range of activities that children participate in and therefore they become involved in their learning. They also take on roles in the committee and are included in outings. An informal exchange of information establishes a process of shared care of all children; however, parents rarely see the children's progress records. Therefore, this limits further involvement and contribution to their learning. The updated parents' prospectus provides information about the policies, procedures and a clear introduction to the curriculum.

Children generally behave well and are co-operative. They follow the staff role models of being polite and begin to use manners. Minor disagreements are resolved within established boundaries and therefore children understand why some behaviour is unwanted. Praise and encouragement is used well and therefore children develop confidence and self-esteem. They mostly help to tidy away and enjoy the recognition they receive of a sticker reward. Their achievements are valued, for example, the construction model they have made is shared with the group.

Organisation

The organisation is satisfactory.

Children settle well, they are familiar with the surroundings and routines, and engage in the activities with interest. Space and most resources support their learning and development appropriately. Nearly all the staff are qualified and the secure ratios contribute to the continuity in children's care. Robust recruitment procedures ensure staff are suitable to work with young children. Their satisfactory knowledge of policies and procedures supports and promotes children's wellbeing. These are shared with parents providing sufficient information about the overall practices.

The operational plan is sufficiently organised and records are up-to-date and meet the requirements of registration. The pre-school understands their responsibility to maintain a record of complaints and future concerns by means of a log, although their present format is being adapted to ensure information for parents maintains confidentially. However, the organisation of routines, such as toilet and snack times sometimes ineffectively supports their learning. Therefore, children become restless and unsettled.

The leadership and management of the pre-school is satisfactory. The play leader has a commitment to her team and to the development of their practice, although weaknesses as

identified at the last inspection have not all been rectified. The systems to ensure all children's records are up to date are not effective and therefore information is not always used well to plan for their next steps. The staff are appropriately skilled and motivated as training opportunities support most areas of their learning and development. However, no formal induction procedures or appraisal systems monitor their progress. Defined roles and responsibilities for staff and parent helpers contribute to the general organisation. Daily communication and team meetings enable staff to communicate and contribute sufficiently to the range of experiences provided in the educational programme and to children's steady progress. However, current planning and assessment systems do not sufficiently support their knowledge of the curriculum. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The previous inspection included actions and recommendations to improve the pre-school's policy and procedures. A medication, special needs, missing and uncollected policy has been put in place. The child protection policy has been updated and appropriate strategies are used to manage children's behaviour.

The previous nursery education inspection included points for consideration, to: ensure staff develop a secure knowledge of the early learning goals and appropriate teaching methods; develop planning to show clear learning intentions and evaluate more effectively to inform future planning; provide more opportunities to see print in use and encourage more able children to experiment with mark making; provide more opportunities for imaginative play and access to natural materials and technology. Staff have attended some training courses to develop their awareness of the stepping stones and early learning goals, although this is not sufficiently developed. Team meetings have included role-play scenarios to support their teaching methods. The planning sheets have been revised, although do not clearly show the learning intention and evaluations do not consistently inform future planning. Children have access to mark making tools and experiment with these on a drawing board and paper. Posters and books improve opportunities for children to see print in use. Imaginative play is regularly included and more opportunities enable children to use natural materials for instance, sand, water, spaghetti, corks and sponges. Children begin to use technology, such as torches, phones and remote control toys.

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 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 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 fresh drinking water is available to children at all times
- improve opportunities for children to access a wider range of play materials and to make more independent choices (also applies to nursery education)
- ensure individual play plans for children with special needs are used effectively to monitor their progress
- consider the organisation and preparation of snack and toilet times to develop children's independence, and concentration skills.

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):

- extend staff's understanding of the Foundation Stage of learning to enable them to develop systematic planning, observation, assessment and evaluation
- improve the partnership with parents to ensure information is shared about children's achievements
- ensure effective monitoring of the nursery education systems ensures all children's records are up to date.

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