



Bosham Community Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	113382
Inspection date	08 February 2007
Inspector	Michele, Karen Beasley
Setting Address	Brooks Lane, Bosham, Chichester, West Sussex, PO18 8LA
Telephone number	07766485637
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Registered person	Bosham Community 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 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?

Bosham Community Pre-school Playgroup opened in 1971. It is managed by a parent committee which has charitable status. It operates from a local church hall, situated in the village of Bosham. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open each week day from 09:15 to 13:00 during term time only. There are two secure enclosed garden areas for outside play.

There are currently 29 children aged from two to under five years on roll. Of these, 17 children receive funding for early education. The playgroup currently support one child with English as an additional language and one child with additional needs.

The management committee employs five members of staff. Of these, four hold appropriate early years qualifications. The group receive support visits from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children recognise the importance of following good hygiene procedures, as they know to wash their hands before having snack, lunch and after going to the toilet. Staff prepare tables for snack by wiping them down with anti bacterial spray. Children delight in opportunities to sit with their friends and socialise with each other. They enjoy a vast range of fresh fruit such as mango, grapes, bananas and melon which are provided daily by the children's parents. Children gain an increasing understanding of how to look after their bodies, for example through Healthy Eating topics, this helps the children to understand why it is important to eat healthy. Children are encouraged to pour their own drinks, cut up their own fruit with knives and make individual choices about their own portion sizes. This helps them develop a sense of independence.

Children's health is maintained, because staff implement health and hygiene policies to ensure cross infection from bacteria is minimised. Staff deal with accidents appropriately, ensuring this information is shared effectively with parents. Children are protected because most practitioners are qualified in first aid. This ensures the children will receive immediate treatment in the event of an accident.

Children enjoy daily opportunities to engage in physical activities and benefit from the use of two areas to play outdoors. They enjoy using a range of equipment, including riding in coupe cars, playing team games inside including musical statues, and parachute games to develop their physical skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children and parents are welcomed into the provision where security is given careful consideration. The premises are kept secure and there are effective systems for ensuring children are only released to known persons. Staff are ready to receive children and talk to parents. Children benefit from having access to a good range of appropriate toys which are safe, clean, well maintained and suitable for children's use. Resources are stored at a low level, which makes them easily and safely accessible to children.

Risk assessments are carried out daily to ensure the premises are safe. Procedures are in place for evacuating the premises in the event of an emergency, these are recorded and known by all staff. Consequently, this promotes children's safety. Children learn about keeping themselves safe through good support from staff who explain the consequences of their actions and the reasons for not doing something such as chasing each other in the hall.

Children are well protected as practitioners have a good knowledge of child protection issues. They recognise their roles and responsibilities and know how to implement the setting and local child protection procedures. The recording of all staff, children and visitors to and from the setting ensures children are safeguarded from harm. This is enhanced by the policies for the collection and non-collection of children and arrangements for recording pre-existing injuries and accidents. However, children need to be recorded separately in the incident and accident book to maintain confidentiality.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle quickly on arrival as they are met at the door by practitioners. They are encouraged to self register themselves, increasing their independence. Practitioners and parents ensure younger children are assisted as necessary, building their self-esteem. Children are extremely happy and they laugh and giggle throughout the activities, for example when hiding and washing toy vehicles in shaving foam.

Practitioners interact with the children exceptionally well, talking to them all the time, making eye contact, playing at their level and showing affection. Younger children enjoy sitting with members of staff listening to stories and are fascinated as a practitioner talks to them through a puppet. Practitioners praise and encourage the children all the time helping them to learn different skills.

Practitioners have undertaken Birth to three matters training, and have fully implemented the framework into their planning. Activities are recorded and evaluated and adapted if necessary to the needs of the younger children, ensuring that their needs are being met.

Nursery Education

The quality of teaching and learning is good. All practitioners have a good knowledge and understanding of the Foundation Stage. This enables them to plan a stimulating well-balanced programme, which effectively covers the six areas of learning. Activities are grouped into workshops and are closely linked with the stepping stones and Birth to three framework. Systems to evaluate teaching and to plan for children's next steps for development are secure. Parents are given opportunities to be informed about their children's development through informal discussions and key worker meetings.

Observations of children's progress are ongoing, all practitioners record individual achievements clearly and they collate the information to inform the curriculum. All of the curriculum is organised well to promote learning in all areas. Practitioners ask open-ended questions encouraging the children to think about what they are trying to achieve. They allow the children time to think about their answers and value their responses, providing additional resources or ideas to help and support their learning. Children show great delight when they successfully complete a computer programme.

Good use is made of time and resources allowing children opportunities to freely access all resources and initiate their own learning, work in groups with younger children and engage in

planned activities with their key work group such as looking at flash cards and playing number games. Some parts of the sessions are structured, others allow the children to express themselves freely, using their imaginations extremely well during free-play and role-play.

Practitioners have a clear understanding of the developmental needs of all children, they know when to stand back and let play develop naturally and when to step in, offering guidance and support as necessary to help children reach their full potential. The resources are used effectively throughout the day and children have many opportunities to self-select resources, developing their independence, which is actively encouraged throughout the day. This increases the children's opportunities to explore their freedom of choice and develop their decision making skills.

Children's social skills are developing well, they are keen and eager to join in the activities, asking questions to learn more, showing curiosity. Children show high levels of concentration and become engrossed in the activities provided such as using a remote control to move a robot and listening to the instructions of a new computer programme. Children confidently suggest new ideas, co-operating well and sharing their feelings.

Children's vocabulary is developing well and practitioners introduce new words at every opportunity during practical activities. Children are beginning to understand that text has meaning as they handle books independently and use of the book area. Children hold the books correctly and pretend to read stories to each other. Children count confidently up to, and sometimes above 10 throughout the day, using one to one correspondence with objects such as compare cats and counting the lunch boxes on the lunch trolley. Children use mathematical language with confidence, talking about shape, size, position and quantity during their play. Children freely use rulers to measure the length of the table.

Children have many opportunities to use, observe and handle a good range of natural materials such as studying shells with magnifying glasses, observing worms in a wormery and studying the life cycle of a caterpillar. Children also use binoculars to observe their friends. They enjoy choosing and using a wide range of materials such as sellotape to complete their own creations throughout the day. They use everyday technology such as telephones, computer keyboards and calculators. Children have a good sense of time and place as they recall past events and activities such as birthdays. Children relish in opportunities to be imaginative in a variety of role-play settings and invite their friends to join in their play. They decide to dress up as doctors and nurses using real props such as surgical masks. The children negotiate roles well and communicate their suggestions to one another such as a patient with a bad foot being booked in for a hospital appointment. This idea is extended as another child lies on the hospital bed being cared for by a nurse shining a miniature torch into the child's mouth to see if she is well. This example of children's imaginative play flows freely from the role play area being set up as a planned activity to develop children's imagination.

Very good support from practitioners and an exciting, stimulating and well-balanced educational programme ensures all children are captivated in their learning.

Helping children make a positive contribution

The provision is good.

Children flourish in the setting as they are well supported by staff who encourage them to become competent learners. They benefit from the excellent relationships they build, providing them with reassurance and helping them to be acknowledged and affirmed.

Practitioners know the children exceptionally well and help them to gain self assurance and develop high levels of confidence. All children, including younger ones, develop a sense of responsibility within the provision, helping them to play a full part in the setting. For example, by helping to pack away activities. They happily share resources and take turns during games, demonstrating good negotiation skills as they listen to each others suggestions and agree solutions such as 'you need a hammer and wood to build a house'. Behaviour is extremely good and children show an awareness of what is right and wrong. Practitioners continually praise and value their achievements. The setting fully supports children with English as an additional language. All children and their families, including those with additional needs receive excellent support from practitioners and outside agencies, enabling them to thrive and make excellent individual progress.

Children gain a well developed respect for others and their beliefs and cultures. They learn about a wide variety of festivals, such as Christmas and are introduced to new foods and traditions. Children explore other countries such as Germany and Spain and learn about children who live in different parts of the world through discussions and artwork which is displayed. They participate in an exciting range of activities, helping them to recognise and value the differences and similarities between themselves and others. As a result, children's social, moral, spiritual and cultural development is fostered and they thrive during their time in the setting.

Children benefit from positive partnerships between staff and parents, ensuring their individual needs are well met. Good links are in place between home and the setting, for example through regular newsletters. Detailed information is obtained from parents at registration to the setting and flexible settling in arrangements help to ensure children are extremely confident and secure with practitioners.

The partnership with parents of children who receive nursery education is good. Children benefit as parents contribute to their learning and practitioners invite parents to be involved in numerous ways. Parent's are invited to share verbal information about what their child can do and discuss their ongoing progress at key worker meetings. They are provided with some suggestions of activities to support and extend their child's learning in the home. However, parents are not actively encouraged to access their children's progress records and add written comments about their children's learning outside of the setting.

Organisation

The organisation is good.

Children's care and learning is enhanced by the effective deployment of staff and good leadership and management of nursery education. The setting is well organised and a secure management system ensures all practitioners have very clear roles and responsibilities. Management share

the same vision and good communication between the management and practitioners ensure the whole team work towards achieving this. Staff work exceptionally well as a team to successfully promote good outcomes for children ensuring their safety and well-being.

Children benefit as the majority of staff are qualified and secure in their knowledge of child development. They provide a very stimulating environment in which children begin their early learning. Practitioners have a good understanding of the detailed policies and procedures and implement these effectively across the setting. Good systems are in place to induct, monitor and support staff.

Practitioners have a full appraisal, presently every six months. This provides an opportunity to review their strengths, identify where improvements can be made and discuss and agree clear targets to be worked towards. Regular staff meetings and daily informal discussions ensure operational issues are discussed. Good attention is paid to monitoring and evaluating the educational programme and the impact this has on children's individual progress towards the early learning goals.

Management recognise the strengths within the group and are continually monitoring and evaluating all aspects of the provision, identifying where and how improvements can be made such as up-dating the groups policies and procedures. Children benefit as all practitioners are valued by management and are enthusiastic about their roles within the setting. They place high importance on external training. All staff are encouraged to contribute fully to the group successfully promoting positive outcomes for all children attending. As a result, the setting 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 ensure sufficient detail is recorded in children's records of attendance, so it is clear to see when children are in the care of the playgroup. An attendance register is in place which details children's arrival and departure times to the setting. This ensures their safety at all times.

The provision was also asked to ensure written procedures and agreements are in place for children going swimming so it is clear to see who has the responsibility for their safety and care during such activities. Since this recommendation was made children are not taken swimming any more. The setting was also asked to ensure children under the age of three are provided with a range of activities that are suitable for their age and stage of development. Practitioners have undertaken Birth to three matters training, and have fully implemented the framework into their planning. Activities are recorded and evaluated and adapted if necessary to the needs of the younger children, ensuring that their needs are being met.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action 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 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 accidents and incidents are recorded separately for each child.

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):

- develop opportunities for parents to have access to their children's records and to extend their children's learning at home.

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