

Bubwith Playgroup

Inspection report for early years provision

Unique Reference Number	314588
Inspection date	29 March 2007
Inspector	Maralyn Chiverton

Setting Address	Bubwith Leisure Centre, Main Street, Bubwith, East Riding of Yorkshire, YO8 6LX
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Telephone number

E-mail

Registered person	Bubwith Playgroup
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Type of inspection	Integrated
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Type of care	Sessional care
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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?

Bubwith Playgroup is managed by a voluntary management committee, made up of parents of children at the pre-school and members of the local community. It was registered in 1988 to care for no more than 26 children from two years to under five years at any one time. At present there are 30 children on roll including 15 who are in receipt of nursery education funding. It is open from 9.00 to 12.00 Mondays to Fridays, term times only.

The playgroup serves the village and surrounding areas. It operates in the Leisure Centre on the main road through the village of Bubwith, on the outskirts of Selby. Care is provided in one main room. Children have access to the downstairs hall as well as an outdoor activity area.

There are five members of staff, of whom four have a recognised child care qualification. The play group is a member of an approved pre-school network and they receive support from the local authority. The playgroup has been accredited with a quality assurance kite mark.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are provided with a very clean, warm and inviting environment. They are kept healthy through the implementation of an effective health and hygiene policy which includes staff rotas to ensure the toilet and kitchen area is kept clean. Staff are very pro-active in promoting children's understanding of the need for personal hygiene. For example, they display posters in the toilet area which show children the correct procedure for washing their hands. Children have a good understanding of why they need to make sure their hands are clean. For instance, they say 'we wash our hands to wash the germs away because if we eat germs we could get poorly'.

Children are provided with nutritious snacks which includes a choice of fresh fruit or cheese. Snack time is a very enjoyable and social occasion. All staff members sit with the children and use snack time as an opportunity to discuss the benefits of healthy eating. For example, they explain to children that 'eating lots of fruit keeps you healthy, helps you grow strong, gives you lots of energy for playing'. Children are able to independently access fresh drinking water. They are kept free from infection through an effective sick child policy. Children are provided with regular opportunities to promote their enjoyment of exercise through planned activities, such as funky dancing, as well as access to a small outdoor activity area. Comfortable cushions and a cosy book area provide good opportunities for children to rest and relax.

Children in receipt of nursery education funding are provided with a good range of equipment which promotes their physical skills of moving through, over and under. Planned obstacle courses promote well children's control and coordination. Their understanding of the changes to their bodies after exercise is promoted through discussion and explanation. For example, children feel their heart beating faster and talk about being out of breath. Children show competence and control when handling small equipment, such as scissors, rolling pins and shape cutters.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe in a warm well organised setting. Their safety and welfare is well promoted through the high priority given by staff to maintaining a safe and secure environment. The implementation of effective, well written policies and procedures, such as arrival and collection, recording of visitors and a viewing window ensures no access to unauthorised persons. Children's understanding of personal safety is well promoted through simple discussion and being an integral part of the daily routine. For example, children regularly tidy away and know not to run as they could fall and hurt themselves. They know what to do in the event of a fire as fire evacuation procedures are practised on a regular basis.

Effective deployment of staff, space and resources allow children to move freely, with safety and independence. Children benefit from the provision of very good quality equipment and a broad well balanced range of resources that are safe, suitable and purposeful. Equipment and resources are checked daily for safety. Any in need of replacement are purchased through a reputable company which complies with British safety standards. Children are well protected from risk of harm through the sound knowledge and understanding of the staff with regard to child protection issues and procedures. All staff have attended child protection training and

have a valid first aid certificate. However, there is no procedure in place to record existing injuries to ensure children are kept safe at all times.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident, independent learners. Their self-assurance is fostered and promoted effectively through plenty of encouragement, support and appropriate challenges. Children benefit from a well organised learning environment and a broad, well balanced variety of resources which helps to promote their independence and self-confidence. They show very good interest, involvement and enjoyment in what they do. Children are encouraged to make decisions, think for themselves and participate in a wide range of well planned, focused activities. For instance, they use ribbons and pieces of material when moving to music and use their imagination well when being vets, doctors and nurses in the role play area. Children relate well to each other and become involved in both group and individual play. They are well behaved and their understanding of right and wrong is promoted through simple discussion. Staff are enthusiastic and highly motivated. They clearly enjoy what they do and this is reflected throughout the setting. Children's individual needs and welfare are met through shared information and an effective key worker system. Parents receive verbal communication on their child's progress and achievements on a daily basis

Nursery education.

The quality of teaching and learning is good. It is rooted in a secure understanding and sound knowledge of the Foundation Stage and early learning goals. The identification of children's level of learning when entering the setting and effective planning allows children to make good progress in all six areas of learning. Children's progress is monitored through well written observations and focused activities. Staff use their observations to identify what a child can do. However, the procedure for monitoring and recording children's progress does not always show clearly how children's learning is further extended. Staff use good questioning skills and additional resources to challenge children's thinking. They place great emphasis on good interaction with children and are very supportive in their learning.

Children show high levels of confidence; they have a positive approach to learning and show great enthusiasm in all that they do. They demonstrate good independence skills as they look after their own personal hygiene. Children are confident communicators, are able to write their names and link the letters with phonic sounds. They understand that print has meaning and use this to write down orders when playing in the 'cafe'. They count to 10 and beyond, use mathematical language, recognise numbers to twelve. Children are beginning to develop a good understanding of addition and subtraction. Their understanding of diversity and the wider world is well promoted through a good range of resources and planned activities. For example, children make lanterns to celebrate the Chinese New Year and have access to a range of books which promote positive images of other cultures. Children are able to recognise a wide range of colours and they are provided with regular opportunities to use their imagination skills, to explore experiment and investigate colour, texture and shape. For example, through painting, drawing, making models and participating in role play.

Helping children make a positive contribution

The provision is good.

Children are respected and valued as individuals, their personalities well known through an effective key worker system and personal experience of accompanying older siblings attending the setting. Children confidently express their ideas and listen to those of others. They show a good sense of belonging and are encouraged to make a positive contribution. Children are well behaved. Their spiritual, moral, social and cultural development is fostered through the general ethos of the setting which is to care for, respect and value others. Children benefit from the effective promotion of anti-discriminatory practice and equality of opportunity which is fostered by the staffs sound understanding and implementation of well written, detailed policies and procedures. For example, children with learning difficulties or disabilities are well supported through a designated, experienced member of staff. Children's understanding of the wider world, similarities and differences is well promoted through discussion and planned activities.

Partnership with parents and carers is good which contributes significantly to children's well-being. Parent notice boards, displayed inside and outside of the setting help to promote a clear understanding of the structure of the day. Parents' views and ideas are identified through the completion of questionnaires. Parents are valued as their child's first educator and encouraged to work in partnership to ensure that children receive the best care and education possible. Parents receive a half termly newsletter and are encouraged to attend open mornings. They are provided with an information booklet which contains quality information about the setting and the Foundation Stage. Parents receive formal and informal feedback about their child's progress and are involved in their child's learning through discussion with staff and having access to their child's 'Photo book' which shows photographs of children at play with written comments.

Organisation

The organisation is good.

Children benefit from a well organised environment where they are supported by a very good ratio of experienced, qualified staff who work exceedingly well as a team. There are good systems in place to ensure the adult-child ratio is adhered to, as well as members of staff already well known to children covering for periods of staff absence. This ensures continuity of care. Effective implementation of detailed, well written policies and procedures contribute to children's welfare, care, learning and enjoyment. Children benefit from the staff's enthusiasm, motivation and enjoyment, as well as their good understanding of their role and responsibilities in developing children's learning. The effective deployment of staff, resources and activities allows children to choose an activity or toy with safety and independence.

Leadership and management is good. The setting has a clear vision which steers the work of the provision and it is shared with all staff. Effective leadership and management of staff ensure their views and ideas are valued, respected and represented at team and committee meetings. The setting is committed to improving the quality of care and education for all children through professional development. The strengths and weaknesses of the provision, including the provision for nursery education, are effectively monitored and evaluated through regular team and committee meetings. The setting receives constructive feedback from the local authority which is used to identify areas for development. The provision has been successful in obtaining an accredited quality assurance kite mark.

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

Improvements since the last inspection

Following the last care inspection recommendations were put in place to improve children's safety and welfare. These included: developing the knowledge and understanding of staff with regard to child protection issues and procedures; to ensure that children have access to fresh drinking water; and the premises are maintained at an adequate comfortable temperature.

Since the last care inspection the setting has taken very positive steps to improve children's welfare and safety. All staff have attended training on safeguarding children and a water fountain is now available for children to access fresh drinking water. The setting has obtained two mobile air conditioning units as well as two fans to ensure children are provided with adequate and comfortable temperatures.

Complaints since the last inspection

Since the last inspection Ofsted received concerns relating to National Standard 6: Safety. An Ofsted Early Years childcare inspector visited the provision on 7 July 2006. Actions were raised and satisfactorily met by the registered provider. The provider remains qualified for registration. The complaint was recorded in the complaints log.

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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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):

- introduce a procedure for recording existing injuries to ensure children are kept safe at all times.

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):

- review the existing procedure for recording and monitoring children's progress to show more clearly how children's learning is further extended.

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