



Burniston and Cloughton Playgroup

Inspection report for early years provision

Unique Reference Number	400433
Inspection date	06 March 2007
Inspector	Christine Tipple
Setting Address	The Reading Rooms, High Street, Cloughton, Scarborough, North Yorkshire, YO13 0AE
Telephone number	01723 871227
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Registered person	Burniston And Cloughton Pre-School
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?

Burniston and Cloughton Playgroup was registered in 1996 and is managed by a voluntary management committee. The playgroup operates from the Reading Rooms in the village of Cloughton. There is an enclosed yard for outdoor play and the adjacent village recreation area is also used. The playgroup serves the immediate locality and the surrounding areas.

The playgroup operates from 09.00 to 15.00 Monday to Thursday and from 09.00 to 13.00 on Friday, term-time only. The children can attend for either a morning or an afternoon session, plus lunchtime. The group is registered for a maximum of 24 children at any time. There are currently 54 children on roll under five years old. Of these, 27 are in receipt of nursery education funding. The playgroup support children with learning and physical disabilities.

There are four staff employed who work full-time with the children. All staff have a Level 3 childcare qualification. The playgroup are members of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children are confident in managing their personal care. The facilities in place promote the children's independence effectively. Staff spend time with them during activities to explain the importance of keeping their hands clean, so this comes naturally to the children. Only a gentle prompt is needed from staff now and again. The health visitor visits the playgroup to promote 'keeping healthy' with the children and parents. Information is provided on the care of sick children through the health and hygiene policy, which aims to minimise cross-infection in all areas of the playgroup. The premises are clean and staff use antibacterial cleaner on surfaces before food is served to the children.

Children have daily opportunities to be outside in the fresh air. This provides them with access to larger equipment and tools to develop their physical skills appropriately. The children take part in music and movement, and are able to manoeuvre confidently around the furniture and obstacles used outside. The children have regular use of smaller tools to engage them in their creative and role play activities. There are daily opportunities to cut, paint, mould and shape materials; children use these resources confidently.

The children are offered snacks each day and parents provide their children's lunches. The staff provide the children with a broad selection of healthy choices. There is fruit, such as plums, apples and kiwi. There are also vegetable sticks and tomatoes. The children serve themselves; they do this well and most of them try all that is offered. There is a positive emphasis on eating healthily; the range of posters display a selection of foods that promote a nutritious balance. The recording of children's dietary needs is well managed. Children have access to drinking water throughout the sessions and are offered milk at snack time.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are cared for in a welcoming and child-centred environment. The layout provides them with a range of well presented resources and activities that are easily accessible and promote their independence. The quality of the equipment and resources is very good and they provide the children with interesting and positive learning experiences.

The safety and welfare of the children is well managed and effective. Risk assessments are carried out both on the premises and before the children go on any outings. The staff include the children in safety issues, such as the appropriate use of the climbing frame. Regular checks are carried out on items including toys, gas and electrical equipment. Children regularly participate in the fire evacuation procedure, which enables them to be confident in what to do in an emergency situation. There are visitors to the playgroup, such as the community policeman

and road safety person. Children are able to extend their understanding of road safety by going into the village to learn to use the pelican crossing correctly.

Staff are informed and have attended training to update their knowledge in relation to safeguarding children. All relevant details, guidance and procedures are in place should the staff have any concerns about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and relaxed at the playgroup. They are keen to be involved in what is offered through the positive range of resources and activities provided. The staff support the younger children's needs through developing their self-esteem and communication skills. The introduction of the 'Birth to three matters' framework is familiar to all staff, but is still being developed and not yet fully implemented as part of the overall assessment and planning for the younger children. The children's varying needs are recognised and supported effectively by all the staff. The key worker system links with the individual child, so they feel comfortable with that staff member. The calm and caring environment enables the children to develop their self-confidence and ongoing independence very well.

Nursery Education.

The quality of teaching and learning is good. The staff are informed and confident in the use of the Foundation Stage and in assessing children's progress through the stepping stones. Children are interested and involved in the positive range of play and learning experiences provided both inside and outside. This enables the children to make good progress towards the early learning goals and in maintaining their concentration skills. The children take an active role in their learning as they are able to have 'free flow' for most of the session, to access a variety of resources where they can initiate what they want to do. Staff offer appropriate input as needed and are confident to allow the children to explore and develop their play.

Relationships established with the staff and children are very good. There is constant chattering and this engages the children with each other and to ask questions, which develops their curiosity and confidence in themselves. Circle time offers the children the experience of speaking in a group as well as developing their listening skills. The children have a range of opportunities to mark-make and to develop their understanding of letters, such as in their name and through the labelling and displays of words and letters around them. There is an excellent range of books which the children are able to take home for reading with their families. Children are developing their skills in using mathematical language through everyday experiences. For example, by measuring with tape measures and rulers, recognising shapes around them and weighing ingredients with scales. The children count confidently and the older children can recognise written numbers and place them in sequence.

Children have visitors to the playgroup who offer a range of experiences, such as the animal zoo, and the local farmer with the calves. They also explore and investigate their surroundings through their small garden area, where they dig, plant and grow things. However, the ongoing development of the outside provision does not yet sufficiently maximise the full range of related

learning activities and experiences for the children. The children are confident in using the computer and other programmable equipment. They enjoy making and designing with the variety of resources and mediums. The creative provision offers the children a good selection of resources that promote their interest to create and develop their own ideas and skills. The role play area is set up to enable the children to fully explore their own experiences and develop their own story and characters.

The staff regularly observe the children as part of their ongoing programme of assessment. This is relevant to each child and provides a clear picture in relation to their level of attainment and progress. Regular evaluation by staff of the activities and of children's learning, provides an informed approach to future planning to ensure the children are supported or challenged, so that they are able to fulfil their potential.

Helping children make a positive contribution

The provision is good.

Staff know the children very well and this effectively promotes their individual needs positively. There is a broad selection of resources that promote diversity and reflect the wider world and these are evident through all areas of the playgroup provision. There are good links with the community through visitors coming into the playgroup and children visiting their local area. The staff offer an inclusive environment to children who have additional needs. They are supported in accessing activities and play opportunities which promote their development and welfare in a positive way. Good relationships are established with other agencies to ensure there is a consistency of approach for the children. Children's spiritual, moral, social and cultural development is fostered.

Behaviour is managed with sensitivity and care. Staff provide the children with very good role models through their positive example and calm approach. The children are informed and manage the routines and boundaries with confidence. There is a sharing of responsibility in tidying up, respecting their playgroup and in being kind to each other. The children are developing their skills in negotiating between themselves, such as by sharing resources, listening to each other and turn taking. Staff ensure the children are valued and this is supported with effective and productive praise and encouragement.

Partnership with parents and carers is good. The playgroup ensure there is a range of information provided to enable parents to be informed about how the playgroup operates and of the range of learning experiences the children receive. Staff meet parents at the beginning and end of the sessions, which creates a welcoming atmosphere for them and their children. The policies and procedures demonstrate the importance to parents of their children's welfare and safety whilst attending playschool. The links with home are through the 'I am Special' booklet, completed by parents prior to their child attending and a 'read together' book lending service. Parents are kept informed through daily contact with staff and their child's key worker, as well as by newsletters and the notice board. Staff offer open sessions for parents twice a year to speak more in depth with them about their child's progress. A questionnaire has been completed by parents as another way to seek their opinion on what is offered and the responses were very positive. Parents also have the opportunity to take a more active role in the management of the playgroup, through being part of the management committee.

Organisation

The organisation is good.

The provision of care and education is well managed and effective. Children's safety and welfare are well promoted by a committed staff and management committee. There are informed policies and procedures in place that are implemented effectively in the day-to-day running of the playgroup. The recruitment and selection process is comprehensive, to ensure all those working with children are suitable to do so. All other records and documentation are up-to-date and maintain confidentiality.

Leadership and management are good. Staff work very well as a team and share roles and responsibilities. Staff have very good support in their self-development through the regular staff appraisal programme. They attend a range of training which benefits the staff and enhances the range and quality of experiences for the children. Regular staff meetings provide a consistency of approach to ensure the range of activities and learning opportunities are evaluated. There is a relief staffing list in place to ensure the playgroup meet their staffing ratio's at all times. The playgroup promotes a child-centred environment where the key worker system links effectively with the needs of the children. The management committee are keen to extend and develop the playgroup and support the staff in ensuring the resources, equipment and premises are maintained and extended through efficient and effective fundraising. The written evaluation of both the care and education offered is managed on a yearly basis and this reflects the commitment of the staff and committee in developing the quality of the playgroup. The link with the community is positive and enables parents to be actively involved. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

The last care report recommended that the playgroup continue to develop the premises and to complete staff qualifications.

The playgroup has made some positive changes to the inside of the premises, for example, by lowering surfaces to enable children to access hand washing facilities in the messy area. This supports the children's ongoing independence effectively. The provision continues to be developed, to ensure that it meets the changing needs of the playgroup. All the full-time staff have completed their courses and all have successfully achieved a Level 3 childcare qualification.

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 can be seen 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):

- continue to extend staff's knowledge and practice in relation to the 'Birth to three matters' framework.

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 outside provision to ensure it offers the children a more extended range of related learning activities.

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