



Abbotskerswell (Playgroup) Pre School

Inspection report for early years provision

Unique Reference Number	106073
Inspection date	13 February 2007
Inspector	Janet Butlin
Setting Address	Village Hall, Slade Lane, Abbotskerswell, Newton Abbot, Devon, TQ12 5YF
Telephone number	01626 336326
E-mail	
Registered person	Abbotskerswell 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?

Abbotskerswell Pre-school is privately owned and run by a committee of parents. It was founded in the 1970's and is situated in the village hall in the small rural village of Abbotskerswell in Devon. The pre-school is registered to provide 26 places for children aged from two to five years. It opens during term time, from 09.45 until 12:15 on Tuesdays to Fridays, and from 12.30 to 15.00 on Monday afternoons. There is a supervised lunch club on Tuesdays to Fridays, for children who bring a packed lunch. The setting offers a separately registered session for older children at Abbotskerswell Primary School on Monday mornings. At present there are 21 children on roll across the two settings, including 12 funded three- and four-year-olds. The setting supports children who have learning difficulties and/or disabilities. There are, at present, no children for whom English is an additional language. There are six regular members of staff who work with the children. Across the two settings six regular staff are employed, three of

whom are qualified to NVQ level 3, one is working towards qualifying at this level, and one is working towards qualifying at level 2. The setting receives the support of the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children play in a clean setting. They follow sound procedures when washing their hands after using the toilet as they have access to running hot and cold water. The provision of a bowl of water in the hall for them to wash their hands before snack time provides adequate protection from infection, as liquid soap and paper towels are used and the water is frequently changed. Children are well cared for in the event of an emergency as all consents have been obtained and staff are qualified in first aid. Their continuity of care is supported as systems are in place to record accidents and the administration of medication appropriately.

Children enjoy healthy snacks of fruit and look forward to toast on Tuesdays. They have a selection of tasty spreads and healthy drinks of milk or water. They remain adequately hydrated as they have a drink at snack times and can access another if they want one. Some children stay for a lunch club and they bring a packed lunch, however, the contents are not routinely refrigerated. Staff use a basic system of ensuring that high risk foods remain wholesome by monitoring the temperature of the room in which they are stored. This provides adequate protection for children. Children develop their awareness of healthy eating in interesting ways, for example; by learning about dental hygiene and the effects of sugar.

Children develop their muscles effectively as they follow a very well presented and planned physical development programme. They develop their skills and control and are supported, step by careful step, towards achieving more complex movements such as forward rolls. They move around the hall using a variety of movements and show a very good awareness of space. They throw and catch balls and climb and balance on challenging apparatus. They are enabled to develop their skills by sensitive and thoughtful teaching and encouragement. They enjoy the health giving benefits of fresh air every day as for example; older children play with the school children in the playground at break time. Children extend their skills when attending sessions at the village hall by enjoying music and movement sessions each day and manoeuvring wheeled toys with skill and control.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play in a generally well organised setting where they have ample room to play active games and to rest when they are tired. The room is divided into areas for activities and the hall has all facilities required to meet the needs of all the children. For example, there is an appropriate nappy changing area. The setting is bright and welcoming and inviting information is provided in the lobby for parents to view while they wait to collect their child. This lobby is shared by other users of the setting and the staff monitor access vigilantly by being watchful and using a series of locks and buzzers. This provides adequate protection for children but a lack of written risk assessments means that there is no robust system for managing risks and

monitoring safety systems. Children access their toys and games easily and safely. All the toys are in excellent condition and are of good quality.

Children's safety is further supported by the staff's secure understanding of the child protection procedure and the referral process. They benefit from appropriate policies to support their practice in this area and from up to date and helpful guidance. They undertake training to further enhance their understanding.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time in the setting and are happy and engaged at all times. They have good relationships with staff and with each other as they play with the interesting activities. Younger children play comfortably alongside their older playmates and staff adapt activities to meet their individual needs. Staff are aware of the Birth to three matters framework but do not have regard to it in their written planning and assessment. This means it is not clear how their development links to the appropriate framework for their age. They become skilful communicators as they join in whole group discussions and share their thoughts during shop role-play. They become competent learners as they reinforce what they have heard in whole group time about teeth by exploring models of teeth and the use of toothbrushes. This also supports them in becoming healthy children.

Nursery Education.

The quality of teaching and learning is satisfactory. Children have eager and willing dispositions to learning and are keen to discover what activities they will be enjoying each day. They respond well to the caring staff and have good relationships with their playmates. Children are making sound progress towards the early learning goals but the records kept by the setting do not give sufficient helpful information to consistently reflect this progress. For example, the assessment format used refers only to the final goal of the Foundation Stage and therefore does not give a clear picture of how children are developing and progressing along the stepping stones. Staff have a satisfactory understanding of the Foundation Stage and a secure knowledge of the children in their care. They provide an interesting range of activities and a strength of the setting is the effective and enthusiastic way that children's physical development is supported. However, children's learning is not extended well enough through their free play, for example; to develop their early attempts at writing and mark making. Plans show that all the areas of learning are covered over the course of a term. These plans cover two weeks at a time and therefore have limited detail for each day. This means it is not clear how the activities will meet children's individual needs and build on what they already know and can do. Children are lively communicators, sharing their news and asking questions constantly. They enjoy whole group story times and choose books to look at by themselves. They have limited opportunities to make marks and write for a variety of purposes as, for example, note taking materials are not routinely provided in role-play and examples of their names are not routinely provided for them to copy if they wish. Exploration of letter sounds does not form a regular part of the planned programme. Children count objects and those who are present, they also recognise shapes and quantities. This supports their mathematical development. They are confident in the use of the computer and become familiar with members of the local community, for example; the health

professional who comes to talk to them about dental hygiene. Children enjoy role-play and setting up small world scenarios. They respond with delight to the enthusiasm of staff, for example; in an activity where they disappear beneath chiffon scarves. They develop their small muscles effectively by manipulating large amounts of play dough and by joining in with well structured singing rhymes where they wriggle their fingers.

Helping children make a positive contribution

The provision is satisfactory.

Children are happy, confident and extremely well behaved. They settle very quickly at the setting and demonstrate caring and thoughtful relationships towards staff and each other. They talk about mother's day and valentines' day and what it means to them. This helps them to appreciate the feelings and needs of others. They co-operate very well with each other, taking turns in board games and sharing out counters and bricks. They are unfailingly polite, saying please, thank you and 'you're welcome'. They follow agreed codes of the group, such as placing their PE bags and lunch boxes in the correct place, and glow with pride when they receive a praise sticker. Staff treat children with respect and they respond by being equally respectful to staff and to each other. Spiritual, moral social and cultural development is fostered.

Children who have special needs receive sensitive and effective support. They benefit from staff who implement the plans for their progression well and who know how to access extra advice and guidance if they need it.

Children are cared for in accordance with their parents' wishes and they benefit from the warm welcome that is extended to their parents. With regard to the nursery education provision, partnership with parents is satisfactory. They receive some helpful information about the Foundation Stage, for example; in the village hall setting there is a folder explaining what it is, but displayed plans do not make it clear what exactly is happening that week. Although they receive a regular newsletter, parents whose children only attend the session in the school have no sight of the daily planning. All parents have regular, informal discussions with staff but have limited access to their child's assessment file. This diminishes their opportunities to be involved with their child's learning.

Organisation

The organisation is satisfactory.

Children play in a spacious, light and welcoming environment. They enjoy a range of activities, supported by high staff ratios and all facilities are on site to provide for children's care across the age range. Children enjoy continuity of care by sensitive and committed staff, most of whom are well qualified. The setting meets the needs of the range of children for whom it provides. However, the committee and staff have a muddled understanding of the requirements of the National Standards and this means that some regulatory requirements are not met in a timely fashion. For example, Ofsted are not informed immediately of changes to the committee or management, this results in regulatory checks and interviews not being carried out swiftly enough to make sure all individuals are suitable to work with children. They have also misunderstood how to adhere to regulations and have therefore breached a condition of

registration. However, provision for two year olds is satisfactory and appropriate ratios are maintained.

Leadership and management of the nursery education provision is satisfactory. Staff are supported in their professional development and are keen to improve, for example; to extend their understanding of the Foundation Stage. However, systems are not robust enough to effectively review and evaluate the provision to identify all areas for improvement, or to access the support, advice and guidance that will enhance their practice.

Improvements since the last inspection

At the last care inspection the group were required to make parents aware of the complaints procedure. All information regarding the complaints procedure is now clearly displayed and this has improved the partnership with parents.

At the previous Nursery Education inspection the group was required to widen the variety of meaningful activities through which children are introduced to a range of different cultures and beliefs. Children develop a satisfactory awareness of cultural diversity through playing with resources and celebrating various festivals.

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):

- improve understanding of the requirements of the National Standards and inform Ofsted promptly of changes
- ensure that the terms of registration are adhered to at all times

- improve planning and assessment for younger children to give increased regard to the Birth to three matters framework
- improve the information for parents regarding the planned provision and how their children are progressing (also applies to Nursery Education)
- develop written risk assessments to show how all risks within the setting are to be managed

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):

- improve planning and assessment to make it clear how the activities support children's progress through the stepping stones of the Foundation Stage
- give increased attention to supporting children's learning during their free play, with particular regard to helping them make marks for a variety of purposes and exploring the sounds that letters make

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