



Frampton Playgroup

Inspection report for early years provision

Unique Reference Number 253449
Inspection date 23 June 2005
Inspector Katherine Powell

Setting Address The Village Hall, Middlegate Lane East, Frampton, Nr Boston, Lincs, PE20 1AU
Telephone number 01205 724636
E-mail
Registered person Frampton 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?

Frampton Playgroup is a committee run provision, which has been operating for over 25 years. The group operates from the village hall and has the use of the entrance hall, main hall, kitchen, storage cupboard and toilet facilities. There is an enclosed outdoor play area attached to the building. Children from Frampton and surrounding rural villages attend the group.

The playgroup is open each weekday during school term-time from 09:30 until 12:00.

There are currently 41 children on roll. This includes 21 children who are in receipt of nursery funding for 3 and 4-year-olds. The playgroup supports children with special needs and there are no children attending who speak English as an additional language.

The playgroup employs six permanent members of staff and two relief staff. Of these, two have completed childcare qualifications and four staff are currently undertaking further training. The provision is a member of the Pre-School Learning Alliance and receives support from the curriculum advisor at the Lincolnshire Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from being cared for in an environment where good hygiene practices are prioritised. Children learn to maintain good hygiene routines through washing their hands appropriately, such as after using the toilet and before eating. Staff consistently apply agreed health procedures and have developed a good awareness of appropriate food handling practices by undertaking relevant training. This ensures that the risk of cross-contamination is minimised and children's health is maintained.

Children's awareness of the benefits of healthy eating is actively promoted at snack time. Children enjoy a variety of healthy snacks, such as fresh fruit, and learn why some foods are better for our bodies than others through topic work. Children learn about the importance of regularly brushing their teeth through planned visits by the dental hygienist. Children independently help themselves to drinking water throughout the session and are encouraged to drink more when the weather is hot or they have engaged in physical exercise. Staff maintain good written records for each child to ensure their individual health and dietary requirements are met.

All children enjoy regular opportunities to engage in physical activities both indoors and outdoors. They confidently use the large apparatus to practise and develop their whole body movements and have access to a wide range of tools and activities to develop their fine hand skills. For example, practising scissor control and cutting skills, threading activities, peg boards and jigsaws. Older and more able children are developing good balancing skills and enjoy initiating their own games with coloured stepping blocks. Children have access to some equipment to develop their climbing skills, however, there is a lack of challenge for older and more able children.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Risks of accidental injury to children are minimised because staff are extremely vigilant and use thorough risks assessments to reduce potential hazards. Staff have an excellent awareness of how to organise play space, furniture and equipment

effectively to enable children to move freely and independently between different activities and play areas. Consequently, children are confident and feel safe and secure. Children benefit from having sufficient space to engage in indoor or outdoor activities and have areas for active and quiet play.

Toys and equipment are regularly checked and maintained to a high standard. Children enthusiastically select their own play resources which are appropriate to their ages and stages of development. Staff are highly effective in helping children to learn about safety through, for example, learning safety rules for the use of equipment and helping to tidy away at the end of the session to prevent accidents occurring. Children are developing a very good awareness of fire safety as they have regular opportunities to practise emergency evacuation procedures and have been visited by the local fire safety officer.

All members of staff have developed an excellent awareness of child protection policies and procedures. They are fully aware of their responsibilities and are able to recognise possible signs and symptoms. The supervisor has attended appropriate training which enables her to effectively support other members of staff. Consequently, children are very well protected by staff who give high priority to safeguarding children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the playgroup. All children arrive happy and eager to participate. Those who are new to the setting are helped to settle by staff who are sensitive towards their individual needs. Staff have developed warm and effective relationships with the children, enabling them to feel secure and develop a strong sense of their own self-worth. On the whole, younger children are making good progress and benefit from taking part in a stimulating range of practical experiences. Although staff are skilled in adapting activities to meet the needs of the younger children, they have not yet started to use the Birth to Three Matters framework when planning and assessing children's progress.

Nursery Education

The quality of teaching and learning is good. Children are making sound progress towards the early learning goals in all areas of the curriculum. Children are interested in the range of activities provided and are encouraged to initiate their own games and independently select resources. Children show a strong sense of belonging as they greet staff and each other upon arrival. They work well together and are developing their awareness of the need to play co-operatively during group activities. They confidently talk to each other and adults, asking questions and seeking support when necessary. They listen with interest during group story times and are keen to join in with familiar phrases. They freely select from a wide range of age appropriate books which helps to foster their enjoyment of reading. Children show confidence in mark making and some children are able to write their names independently. They are developing an awareness of letter sounds and benefit from seeing a range of print displayed within the setting. However, children do not have easy access to letters of

the alphabet to support their learning. Children confidently use numbers during practical activities and daily routines and can recognise some numerals. They have learnt a variety of number rhymes which support their awareness of number operations such as addition and subtraction. Children use a range of mathematical language to describe and compare size, shape and weight and show an interest in using resources such as a tape measure during role play activities. Children enjoy exploring and finding out about the natural world. They learn how to care for plants and flowers and have opportunities to plant seeds and watch the changes as they grow. They are developing a good awareness of the uses of information technology in everyday life and are able to operate simple equipment such as calculators, tape recorders and battery toys independently. Children talk with interest about their own lives and those of people they know. Children's physical skills are well promoted through a variety of mediums such as dance and music. They develop a good awareness of space and movement through regular use of the outdoor area and the opportunity to engage in free play activities. Children's imaginations and free expression are developed through a wide variety of activities such as role-play, painting, playing musical instruments and craft activities.

Children achieve well as a result of clear planning and assessment systems and effective teaching methods. Plans show how all areas of learning are promoted and clear learning objectives are identified. Staff are fully aware of their role within planned activities and support children well by using effective questioning and skilfully adapting activities to meet individual needs. They provide a stimulating and harmonious learning environment which enables children to enjoy their play and learning experiences.

Helping children make a positive contribution

The provision is good.

All children are warmly welcomed into the setting which helps them to feel happy and relaxed. Children benefit from having access to a wide range of resources which promote positive images of diversity and from participating in activities which promote their awareness of different festivals and cultures. For example, children have made diva lamps during Diwali and tasted different foods as part of Chinese New Year celebrations. Children have very good opportunities to learn about themselves, other people and the world around them through planned activities, visitors to the setting and outings to local places of interest. This positive approach helps to foster children's spiritual, moral, social and cultural development well.

Younger children are settled because staff generally work well with parents to ensure children's individual needs are met. However, parents views about their child's interests and abilities are not actively sought before a child's starts at the setting, limiting staff's ability to plan activities which build on children's previous knowledge, understanding and skills. Children are very well behaved and respond to the good role models being set by the staff. Children are encouraged to share resources and take turns and are learning to take responsibility for their own actions. Children benefit from having consistent boundaries and their self-esteem is well promoted through praise and encouragement. Children's understanding of right and wrong is

increased through gentle reminders to care for their environment, the resources and each other.

There is an outstanding partnership with parents which contributes significantly to the well-being of children who receive nursery education at the setting. Parents receive high quality written information about the planned curriculum and how the six areas of learning are promoted with children. Children benefit from their parents being actively encouraged to take part in their learning. For example, parents receive regular information about topics and respond to requests to bring in artefacts linked to themes, parents regularly come in to assist with activities and they receive good information about how they can support their child's learning at home. Keyworkers regularly talk to parents to ensure they are fully informed about how their child is progressing and developing. Assessment records are frequently shared with parents and parents are invited to contribute their own views about their child's learning and progress.

Organisation

The organisation is good.

Children's care is enhanced by the good quality organisation of the setting and the outstanding leadership and management of nursery education.

The premises are very well organised. Indoor and outdoor space is set out well to maximise play and learning opportunities for all children. All legally required documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed to ensure it reflects current practice and guidance.

Children benefit from being cared for by well qualified and skilled staff. Staff are well deployed and high staffing ratios are maintained at each session ensuring children are well supervised and supported during activities. Staff receive good induction training and there is an excellent appraisal system in place. This ensures that staff consistently apply the setting's policies and procedures and their training and development needs are met. For example, staff are due to attend training to increase their knowledge and awareness of the Birth to Three Matters Framework in order to improve planning and assessment systems for younger children. Staff are very well supported by the committee and all staff are committed to continuous improvement and development.

The leadership and management of nursery education is highly effective as all staff are fully encouraged and supported to take an active role in planning, delivering and monitoring the Foundation Stage curriculum. Staff have regular opportunities to meet as a team, share good practice, undertake further training and access support from the teacher advisor to further enhance the provision. The special needs co-ordinator at the setting is highly qualified and knowledgeable, ensuring that children with special educational needs are very well supported. Highly effective planning and assessment systems have been implemented ensuring that all aspects of the curriculum are covered and future learning targets are identified for individual children.

Overall, the provision meets the needs of the range of children who attend well.

Improvements since the last inspection

At the last inspection a recommendation was raised regarding the accessibility of soap in the children's toilet areas. The provider has taken positive action to address this issue and soap dispensers are now placed around the hand wash basins in the toilet areas. Children are provided with step blocks to ensure they are able to easily reach the soap. This has had a beneficial impact on promoting children's good health and minimising the risk of the spread of infection.

Complaints since the last inspection

There are no complaints to report.

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 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):

- further develop procedures for gathering information from parents when children first enter the setting to ensure that staff can meet children's individual needs and plan activities which build on children's previous knowledge and 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):

- further develop the range of available climbing apparatus to ensure the needs of older and more able children are met and their physical skills are challenged appropriately.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk