

# Page Park Pre-school

Inspection report for early years provision

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<b>Unique Reference Number</b>	136048
<b>Inspection date</b>	24 May 2007
<b>Inspector</b>	Kay Roberts
<b>Setting Address</b>	Page Park Sports Pavilion, Page Park, Staple Hill, Staple Hill, South Glos, BS16 5LB
<b>Telephone number</b>	07790 346176
<b>E-mail</b>	
<b>Registered person</b>	Page Park Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 good.

### WHAT SORT OF SETTING IS IT?

Page Park Playgroup is an established committee-run playgroup, which has operated since 1974. It is located within Page Park, Staple Hill. The playgroup is based in the hall within the park pavilion. Staff also have access to the kitchen and a staff room. The group also has access to a fully enclosed outside play area, adjacent to the building. The playgroup is registered to take a maximum of 22 children at any one time and accepts children between the age of two years, six months and five years. Sessions operate Monday to Friday, 09.15 to - 11.45 and Monday to Thursday 12.15 - 14.45. Optional lunchtime sessions are also offered. There are currently 42 children on roll of whom there are 16 funded three year olds and 16 funded four year olds. The group also supports children with learning difficulties and/or disabilities. There are currently no children with English as an additional language. Five part time staff work directly with children, and of these, four hold a relevant child care qualification. A teacher advisor from South Gloucestershire Council provides support on the education programme.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children play in a clean environment where their health is actively promoted. They understand that things must be kept clean as they thoroughly wash the bikes, including peddles and wheels. Children know that they must wash their hands after using the toilet and before eating. They are independent in reaching the wash hand basin, liquid soap and paper towels. As part of a theme based on health children have looked at the importance of cleaning teeth; they have practiced brushing dentures and discussed visiting the dentist. Staff reinforce hygiene as children listen to stories about a visit to the dentist and point out which teeth look healthy and those that do not. The risk of infection is minimised as the policy for excluding children who are sick is shared with parents and staff follow good hygiene procedures. There are good procedures for managing accidents and medication so that children's welfare is promoted.

When thirsty, children pour themselves a drink of water from the lidded jug, which is available both in and outdoors. Children learn about healthy eating through continual discussion during play and snack. They visit the greengrocer and select a range of salad items to taste. As they eat a selection fruit at snack time children are able to see fruit in its natural state as it is prepared in front of them. On other occasions children make their own sandwiches. Children do not go hungry as they confidently ask for more. At lunch time, which is a social occasion, children know they should eat their sandwiches first and staff provide a good example by also eating a healthy packed lunch. There is a good system in place for ensuring that special dietary requirements are met.

Children are able to choose whether they play in or outdoors. In summer they do not get burnt as sun screen is applied by parents and children wear hats. They are keen to go outdoors and remain interested as the play area duplicates the indoor environment. Large muscle skills are extended as children climb up, through and over the monkey bars. With the support of staff children stretch as they learn to move across the bars from one end to the other. Co-ordination is used as children travel around on bikes and scooters. Children stop when the board, held up by a peer, is red and move forward again when it changes to green. They jump along a hop scotch mat and recognise the written numerals. Other children tie paper to string and make a kite; they stretch up high and run around to try and keep it in the air. Some children demonstrate hand eye co-ordination as they accurately hit the notes of a xylophone using a stick. Some children begin to keep to the rhythm of the song 'Old McDonald's Farm' as they play a drum and rain maker. Indoors children continue to take exercise as they participate in activity rhymes such as 'Ring, a Ring of Roses'. When tired children relax in the quiet area and look at books

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children relax as they receive a warm greeting from staff. The suitably decorated and maintained environment is welcoming with much natural daylight. There are photographs and displays of children's art work. Opportunities for independence are maximised as everything is placed at child height for example, coat pegs. Children move around freely as there is space between each of the activities, which are organised in clearly defined areas on tables and mats. Children remain interested in playing as they have access to a broad range of clean, safe toys and activities on a daily basis. They make informed decisions and confidently help themselves to other

resources which are stored in clearly labelled drawers. Children also benefit from having direct access to a small, fully enclosed outdoor play area.

Although children play in a secure environment, there are occasions at the beginning of the session when staff are engaged in discussion with parents, when adults may enter the premises unnoticed, so children are not fully protected. There is however a safe system for ensuring children are only collected by authorised adults. The risk of an accident is minimised as there is a risk assessment in place and staff undertake daily checks of the environment to ensure there are no potential hazards. Children also learn how to protect themselves through discussion with staff. Children explain that they should not play with scissors because they may cut themselves. Even two year olds are aware that outdoors the gates must be locked to keep them safe and that they should not run because they may fall. In the event of a fire children are able to evacuate the premises safely as they practise the drill on a regular basis and details are recorded. There is a safe procedure for outings, including written consent from parents and a risk assessment. Children are further protected as staff have a sound knowledge of local safeguarding procedures.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Young children quickly settle as they access their favourite toys and are supported by their parents until they are sufficiently confident to be left alone. This period provides key workers with a good opportunity to get to know both parents and child so that their individual needs are met. Two year old children make sound progress as staff plan a range of suitable activities based on the Birth to three matters framework and undertake daily observations which are discussed with parents and used to inform planning. However, there is no formal system for monitoring children's progress.

Children are secure in the daily routine and know that they must wave to show their presence at registration. They become familiar with the sequence of numbers as staff count the number of children present and are beginning to know colours. They are learning social skills as they play alongside others and comment that another child is their friend. Children enjoy a wide range of activities. They feel the texture of the flour and salt as they mix dough and comment that one is soft and the other hard. As they squeeze the mixture together staff introduce them to new words such as 'crumbly'. As children play with the dolls house furniture and place figures on a sofa to watch television, staff continue to extend children's communication skills by naming the items they select and verbalising their actions. As children play with the figures they use fine muscle skills to pull the hood up on a small doll figure. After dressing up in clothing staff make children aware of the role of the person wearing the uniform, such as builder, so that they develop a knowledge and understanding of the wider world. In the home corner children copy what adults do and pretend to cook and eat biscuits. Other children develop co-ordination as they pretend to sweep the floor with a dustpan and brush. Children create towers from good quality construction and develop confidence as the tower is later shown to mum.

### **Nursery Education**

The quality of teaching and learning is good as staff are knowledgeable about the Foundation Stage. There is an effective planning cycle which takes into consideration the needs of every child so that they make significant progress. Children's personal, social and emotional development are promoted well. They are confident, independent, curious, well behaved, have good concentration and are motivated to learn. For example, when one child spills milk on the

table they fetch a paper towel and mop it up. Children form close friendships and move between activities together. Learning is more fun as staff participate in imaginary play and in the home corner provide a wok, chopsticks and real fruit and vegetables. As children put on a helmet they study themselves in the mirror and nod with approval. Children are alert to their senses, they smell the fresh vegetables in the home corner, enjoy listening to music and playing musical instruments. They explore the play dough by rolling it in their hands, then feel the surface after they have rubbed a small hair brush across the top. Children comment that the wet sand is cold and understand that sand only sticks together when water is added. Children are familiar with information and communication technology; they know how to operate the remote controlled dinosaur and CD player. Children extend their hand-eye co-ordination skills as they use the mouse to play simple computer games, such as matching the outlines of fish.

Children recognise their name in print and as they trace over their name staff assist by pointing out where children should start so that they learn to form the letters correctly. More able children are able to write their name without assistance. Pencil control is also developed as children draw and paint pictures for which they provide an explanation. Children understand that print has meaning as afterwards staff write the explanation on the picture and tell children what they are writing. There is also much print around the room. Older children know the sounds of letters of the alphabet, which they learn through discussion with staff as they explore small items all beginning with the same initial sound. Children show a respect for books as they relax in the quiet area and sometimes they enjoy sharing a book with a member of staff.

Children use hand-eye co-ordination to build tall towers using wooden blocks. Other children say what they will make using recycled waste and are independent in using scissors. Other children practice their cutting skills as they cut up old Christmas cards and then place them in an envelope, which they seal with glue because they know that if they lick the envelope it will taste 'yuk'. Some children place pictures they have drawn in envelopes and keep folding the paper until it fits. Problem solving skills are used by children as they create a marble run and when it topples over they are keen to try again. Once complete, children watch the marble travel from top to bottom. Children complete 25 piece puzzles with ease. Staff provide many opportunities for counting so that children count beyond ten. They know that 12 plus one is 13 by counting the total amount and learn to subtract through participating in action rhymes such as, ' Five Speckled Frogs' and 'Six Boys and Girls in a Flying Saucer'. As they sing the rhymes, more able children use their fingers to represent numbers. Children use mathematical language to describe size and position. They are able to name simple two-dimensional shapes and use these to create patterns.

### **Helping children make a positive contribution**

The provision is good.

Children's social, moral, spiritual and cultural development is fostered. Children have a sense of belonging and develop confidence as they are praised for each achievement. An effective key worker system facilitates staff meeting children's individual needs. All children are valued and included and staff are particularly good in sensitively meeting children's additional needs. Staff work in close partnership with parents and other professionals so that children thrive. Staff provide clear guidance about behaviour expectations so that children are well behaved, polite and able to share. Children show respect for their peers; they do not interrupt when someone else is talking and are keen to pour each other drinks. Children are respectful of the environment; they tidy away toys they have finished playing with, mop up spillages and sweep up the floor.

Children have a growing awareness of the wider world. Two year old children point out someone cutting the grass and an aeroplane passing over head. They have received a visit from the librarian and Women Police Constable. Children are keen to acknowledge the postman when he delivers mail. Staff have followed through on this interest by getting children to write themselves letters and posting them, so that their learning is extended. Children visit shops in the high street and the sensory garden in the park. A respect for nature is nurtured as children go on nature trails and bug hunts. They plant and nurture hyacinths and cress, and more recently have made a 'wormery'. Children develop a positive attitude to difference as they play with readily accessible resources reflecting positive images of diversity. Children try to copy Chinese writing and in the home corner pretend to eat rice and noodles using chop sticks.

The partnership with parents is good and parents comment positively about the provision; supportive friendly staff who offer children encouragement so that children develop confidence. There is a relaxed relationship between parents and staff, in particular key workers, so children are emotionally secure. Parents are aware of practices within the setting via the information pack they receive when children first start, notice boards, folders and newsletters. Parents are updated about their children via the key worker and six times a year formally meet to share children's progress records, when parents are invited to add written comments. Although staff discuss with parents children's level of attainment when they first commence at the setting this has yet to be formalised. Children's learning is enhanced through first hand experience as parents share their skills and knowledge with the group. For example, a visit from a dentist and more recently children have had an opportunity to explore an ambulance. They understand that a button must be pressed in order to operate the siren and are able to say what is in the back of the ambulance. All parents are invited to assist during sessions. Staff organise social events to which parents are encouraged to attend, for example, sports day and the Christmas party.

## **Organisation**

The organisation is satisfactory.

The provision meets the needs of the range of children for whom they provide and the leaders are appropriately qualified. However, there is a breach of regulations as Ofsted have not been notified of the change in committee and are therefore unable to check the suitability to manage a child care provision. Although there are systems in place for checking that children do not have contact with people who are not vetted, children are not fully protected. First thing in the morning when staff are engaged in discussion with parents they are not always alert as to who is entering the premises. There are suitable recruitment and induction procedures, although the system could be improved to provide greater clarity. Staff are aware of their remit via regular staff meetings and the comprehensive operational plan which includes the personalised policies and procedures, and is available to parents so that they are aware of practices within the setting. Most policies and procedures are fully detailed, but the child release policy is not and in one section of the operational plan confidentially is not maintained. Staff work as a team and keen to extend practice have undertaken a considerable amount of training since the last inspection on subjects, such as the Early Years Foundation Stage, Narrative Therapy and Children's Mental Health. Adult to child ratios are maintained and children are actively occupied at all times. Staff provide a child focussed environment which maximises opportunities for independence and provides space for relaxation, play and physical exercise. Children enjoy the broad range of activities which are available on a daily basis and make good educational progress as staff have an effective planning cycle.

Leadership and management are good. The leader is able to assess the education provision and strives to enable children to become independent, competent learners. Additional resources have been purchased to enhance the programme for physical development and, knowledge and understanding of the world. The leader is aware that at present there is a slight weakness in mathematical development in the area of calculations and is currently addressing this. She facilitates training and provides clear guidance for staff so they know how to extend children's learning.

### **Improvements since the last inspection**

At the last care inspection in June 2004 the provider agreed to meet two recommendations. The first related to risk assessments. The risk of children having an accident is now reduced as there is an annual risk assessment and on a daily basis staff check the environment to ensure there are no potential hazards. In addition, accidents are regularly reviewed and where a pattern is noted adjustments are made. For example, to reduce the number of accidents related to bikes, children now always travel in one direction so there is less risk of them running into each other. Progress has also been made against the second recommendation which required the provider to improve hand washing arrangements. There is now less risk of cross-infection as children wash their hands using anti-bacterial soap in running water and dry their hands with paper towels both after using the toilet and before snack.

Very good progress has also been made against the two key issues relating to the education programme, so that children's learning is extended. Now staff regularly assess children's progress and use this information together with evaluations and the Foundation Stage to plan for children's individual needs. The second key issue related to planning. Planning is now effective and all staff are clear about the learning objective of each activity. Children are provided with a balanced programme and have free access to all resources within the provision. The outdoor area has also been developed so that it provides children with a broad range of activities which encompass the whole curriculum.

### **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 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 review the procedure when children arrive at the beginning of the session so that adults can not enter the premises unnoticed
- ensure there is a system in place for notifying Ofsted of significant changes
- continue to review documentation including the recruitment and child collection procedure, and ensuring that confidentiality is maintained

### **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 partnership with parents by formalising the system for obtaining information about children's level of attainment.

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](http://www.ofsted.gov.uk)