

Silverton Pre School Playgroup [at Hall]

Inspection report for early years provision

Unique Reference Number	105904
Inspection date	24 May 2007
Inspector	Heather Morgan
Setting Address	The Evangelical Hall, School Road, Silverton, Exeter, Devon, EX5 4JH
Telephone number	01392 861353
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Registered person	Silverton Pre School Playgroup
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

Silverton Pre-school Playgroup has been operating for many years and the After School Club opened in 2002. They are both managed by a voluntary committee. The groups operate from the Evangelical Church Hall in the Devon village of Silverton, near Exeter. They have the use of the main hall, which can be divided, the church room, the kitchen, toilets and storage rooms, as well as an enclosed garden for outdoor play. The pre-school serves the local community and the after school club serves Silverton Primary School.

A maximum of 26 children may attend the group at any one time. The pre-school is open from 09:10 to 15:20 on Monday to Thursday during term time only. On Monday and Wednesday the afternoon sessions are specifically for children whose fourth birthday falls within that term. The after school club operates every week day. Staff collect the children from Silverton Primary School and the group closes at 18:00.

There are currently 39 children aged from three to under five years on roll. Of these, 36 children receive funding for nursery education. There are 18 children under eight years on the after

school club register. The group is also open to children up to the age of 11 years. The pre-school currently supports a number of children with learning difficulties and/or disabilities.

The pre-school employs seven staff to work with the children. The manager and three other members of staff hold appropriate early years qualifications. Another two members of staff are working towards a qualification. The pre-school is working towards quality assurance accreditation with the Pre-school Learning Alliance. The after school club employs five members of staff, two of whom hold relevant qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted well as staff implement a range of procedures to limit the risk of spreading infection. Children are aware of the need to wash their hands after using the toilet and before eating; they use liquid soap and paper towels to keep their hands clean. They are also protected well at mealtimes because staff follow stringent hand washing procedures, clean the tables using anti-bacterial products and wear gloves when preparing snacks for pre-school children. The older children attending the after school club enjoy preparing their own snacks and ensure that their hands are washed beforehand. Parents are well informed about the importance of keeping children at home when they are unwell, in order to prevent the spread of infectious illnesses.

Children are well cared for in the event of an emergency because many of the staff hold current first aid certificates. There are clear procedures in place for recording accidents and the administration of prescribed medicines; this information is promptly shared with parents to support children's continuity of care.

Children are learning about the importance of healthy eating as they are offered healthy snacks and staff work closely with parents to ensure that children have healthy options in their packed lunches. Children can help themselves to a drink of water whenever they feel thirsty, and are also offered milk at snack time. Older children enjoy preparing toast at the after school club and regularly take part in cooking activities which encourages them to try other foods, such as pizza with a selection of different toppings. Very good attention is paid to ensuring that children with food allergies are protected, whilst also enjoying communal meal times.

Children of all ages enjoy regular opportunities to play outdoors in the fresh air. The after school children often visit the village recreational ground, which has a variety of fixed play equipment, and all children make good use of the enclosed garden. The pre-school children enjoy learning and practising a range of physical skills, such as climbing, balancing, jumping, throwing and catching. They are familiar with the routine of wearing a hat on hot days, to protect them from the sun when playing outside.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe and secure in the setting because the group implements effective procedures to ensure that the premises and resources are maintained in good condition. Children cannot leave the premises unsupervised and children are never left alone with persons who have not been appropriately vetted.

Children are learning to keep themselves safe as staff give clear explanations to help them develop an awareness of assessing risks for themselves; for example, children playing in the garden are reminded to check that they have plenty of space before performing cartwheels. Children also have regular opportunities to practice fire drills in order to ensure that they are able to evacuate the building quickly and safely in the event of an emergency.

Children's welfare is given high priority as all members of staff have the opportunity to attend child protection training. As a result, all staff are knowledgeable about their roles and responsibilities and there are clear procedures to follow to enable them to safeguard children in the event of any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children attending the pre-school sessions and after school club are enthusiastic, confident and independent. They enjoy selecting activities using the wide range of resources available; the after school club offers particularly good opportunities for older children to plan and organise their own play. Children play well together and benefit from the staff's sensitive interaction with their play. In addition to initiating their own activities, children enjoy participating in planned, adult-led activities that are interesting and support their learning and development. The routines of the sessions provide appropriate opportunities for children to engage in lively activities and to rest or participate in quieter activities when they are tired.

Nursery Education

The quality of teaching and learning is good. Overall, children are making good progress along the stepping stones in all six areas of learning. Each day they are offered a range of activities that support their learning across the curriculum. They are inquisitive learners and approach the activities enthusiastically, participating confidently as they develop skills such as painting and making prints, creating patterns or learning about different aspects of the world through themed role play, such as working in a travel agency. Staff regularly observe children's play and use this information to evaluate their progress and identify what they need to learn next. However, this information is not always used effectively to plan activities that build on what children already know, and to ensure that more and less able children are always supported appropriately.

Children's behaviour is good and they have high levels of concentration, which enables them to persevere with tasks, learning and developing new skills. They are supported well by a knowledgeable staff team who deploy themselves effectively and interact sensitively with children to extend their learning; for example staff join in outdoor games and offer suggestions for using equipment in different ways to extend children's physical skills. Planned, adult-led activities offer children a range of learning experiences; for example, during circle times children develop their ability to count and to learn about letters and their sounds. Children often use these skills spontaneously during play; for example counting the number of pieces they use to create a pattern.

Children's learning is enhanced by the welcoming environment created by the staff, where children quickly settle into the familiar routine of the session and engage in activities that support their progress towards the early learning goals.

Helping children make a positive contribution

The provision is good.

Children's individual care needs are met well as staff pay good attention to gathering information from parents; for example, staff liaise closely with parents of children with allergies to ensure their specific needs are met. Children's continuity of care is promoted well as parents are kept well informed about the activities of the group and there are good opportunities for them to exchange information with members of staff. All children are encouraged to access the available activities and interesting themed activities are used to raise their awareness of cultural diversity. Children's behaviour is good and regularly rewarded with praise and encouragement from the staff. Techniques for managing behaviour positively are clear and understood by staff, who acknowledge the need to adapt their strategies for children of different ages and abilities. Children's spiritual, moral, social and cultural development is fostered.

Children with particular learning difficulties or disabilities are supported very well as staff have effective procedures for observing children in order to identify issues promptly. Good liaison with parents and other professionals enables staff to implement strategies to promote children's learning and development.

The partnership with parents and carers is good. They are well informed about their children's progress towards the early learning goals and have opportunities to discuss this with members of staff. Detailed information about their children's activities provides them with opportunities to extend learning at home.

Organisation

The organisation is good.

Children are well cared for by a team of staff who regularly access training to keep their knowledge up to date and improve their practice. There are effective procedures in place to promote children's good health, ensure their safety and provide activities that offer interest and challenge. Good teamwork and liaison between those who run the pre-school and the after school sessions ensures the smooth running of both groups in the shared, communal premises. The setting meets the needs of the range of children for whom it provides.

There is a clear operational plan in place which includes all regulatory documentation and underpins good practice. Policies and procedures are reviewed regularly but at present include some out of date information, particularly regarding the complaints policy, although appropriate procedures are followed in practice.

Leadership and management are good as the manager and supervisor are both good role models who work well together and support the rest of the staff team. An effective appraisal system is used to identify and address training needs and all staff have a strong commitment to improvement. Delivery of the curriculum is overseen by the manager, who ensures that children have access to all areas of learning.

Improvements since the last inspection

At the last inspection the pre-school agreed to ensure children could regularly access drinking water and to improve some aspects of their operational plan. Children are now able to access drinks whenever they are thirsty as there is a water dispensing machine in the main room. Procedures for promoting children's good health and keeping them safe have been enhanced

by the inclusion of written information in the operational plan; this includes details of actions to be taken when children are sick or injured. A record of fire drills is kept and used to identify areas for improvement to help staff ensure that children can quickly and safely evacuate the building in the event of an emergency.

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.

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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):

- review and update policies and procedures to ensure information is accurate and reflects current practice; give particular attention to the complaints policy

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):

- ensure that the assessment and planning procedures are used effectively to identify what children know and to ensure they are supported appropriately in their next steps for learning

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