

Tweseldown Community PG

Inspection report for early years provision

Unique Reference Number	109937
Inspection date	29 October 2007
Inspector	Catherine Hill / Hazel Stuart-Buddery
Setting Address	The Abercorn Trust Hall, Aldershot Road, Church Crookham, Fleet, Hampshire, GU52 8LE
Telephone number	01252 819256
E-mail	
Registered person	Tweseldown 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?

Tweseldown Community Playgroup is a community pre-school group run by an elected committee of parents. It was established in 1981 and moved to its current premises in 2000. It operates from the Abercorn Trust Hall, which is situated in the village of Church Crookham, near Fleet, Hampshire. The group has access to a large hall, kitchen, toilet facilities and an enclosed outdoor play area. A maximum of 26 children may attend at any one time. The pre-school is open five days (Monday to Friday) a week during school term times. Sessions are from 09.10 to 11:40 and from 12.20 to 14.50. Children bring packed lunches to the afternoon sessions.

There are currently 48 children aged from two to under five years on roll, although children are usually two years and nine months when they start. Of these, 36 receive funding for nursery education. The pre-school serves families from the local area. There are procedures in place to support children with learning difficulties and/or disabilities and those who have English as an additional language.

There are six staff who work with the children. Of these, five members of staff have early years qualifications, with the remaining member of staff working towards an appropriate qualification.

Professional development is ongoing for all staff. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership and is accredited by the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have very good daily opportunities to develop and maintain healthy bodies. They eagerly put on boots and coats to play outside in the fresh air. They enthusiastically ride around on wheeled toys and demonstrate good balance skills as they confidently walk along a line of stepping stones. Indoors they independently explore the climbing frame. They negotiate rungs on the ladder as they climb up, hold on safely as they climb over and under the different parts of the frame and enjoy using the slide to reach the floor again. They freely access pedal walkers which they carefully manoeuvre around the indoor environment. They sit happily together at snack time where they enjoy a drink of milk or water to accompany their snack of banana, orange and plain biscuit. During sessions children can independently access water as staff set out cups and a jug of water on a low level table in the main hall.

Children are well protected from illness and infection. They play in a clean environment and staff use antibacterial spray to ensure tables are clean before children eat their snack. Daily routines, such as washing their hands before eating, reinforce children's understanding of good hygiene practice. Children receive appropriate care if they have an accident as there are at least two members of staff with current first aid certificates employed during each session. Staff with first aid qualifications are identified on displayed staff rotas. Accident and medication records are maintained and shared with parents. However, not all entries record full names of staff or children and some records have not been countersigned by parents as confirmation they have been notified of the entry made.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play and learn in a stimulating learning environment. Staff make very effective use of space and resources to provide children with daily access to activities which promote skill development in all areas. Excellent displays of children's work, for example their observational paintings of pineapples and paintings of bears, alongside photographs of the children at play give children a sense of ownership of their environment. Children are totally at ease, show a keen interest in activities and actively occupy themselves during sessions. For example, they play in the role play area, mark make on chalkboards and build with construction resources.

Children keep safe within the setting because staff have identified and minimized hazards. The premises are kept secure during sessions and staff position themselves by the door during arrival and departure times so children are unable to leave without supervision. Safety is seen as a priority and staff talk to children about how they can keep themselves safe. Children listen intently as staff talk about firework night and develop an understanding, through discussion, of the potential dangers of fireworks and bonfires. Outside, staff sweep the leaves off of the hard play area so children can safely use wheeled toys without skidding on the wet leaves. Indoors, safety mats are positioned round the climbing frame to ensure children land safely when jumping down. Written risk assessments are in place for outings and staff visually check the premises and equipment on a regular basis to ensure everything is safe for children to use.

Children's welfare is safeguarded as staff understand the procedures to follow should they have any child protection concerns. A detailed policy is in place to support the playgroup's practice.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and relaxed and enjoy their time at the playgroup where they acquire new knowledge and skills in a friendly, supportive atmosphere. They spontaneously sing as they play. They delight in the company of other children as they laugh together, for example, when sitting together using the computer to support their learning. They play and learn within a calm environment where they have the freedom to explore and learn at their own pace. For example, they absorb themselves in imaginary play on the climbing frame developing their physical, creative and language skills as they play. They climb up and down, pretending it is a building they are defending and talk out loud as they play in character. Staff provide good levels of support and children feel secure and grow in confidence with the continual interest and warmth shown to them by staff.

Nursery education

The quality of teaching and learning is good. Children make good progress in their learning and development because staff have a good knowledge of the Foundation Stage. Organisation of resources, as well as effective planning, ensures that all areas of learning are covered every week. Staff progress children's skills because they have an in-depth knowledge of children's current levels of achievements. However, staff do not identify within planning records how activities could be differentiated to meet children's individual learning needs. Baseline assessments are completed on all new children and information sought from parents to ensure that staff can pitch activities according to the individual needs of the children. Activities are prepared in advance and are well resourced to ensure children receive maximum enjoyment.

Children make good progress towards the early learning goals. They are keen to learn and occupy themselves by engaging in a good range of activities. Children are happy and gaining in confidence. They eagerly put on their own coats and Wellington boots ready to play outside and routinely wash their hands before snack. Children are sociable and happily play together making up scenarios in the home corner. For example, three children play together and decide they are going to go shopping, some use baskets and others fill up bags with goodies, while one child stays behind and cooks the dinner. Children build good relationships with each other and staff and confidently communicate with peers and adults. Their literacy skills are developing well. During circle time staff link sounds with letters, for example G for gurgle, and children practise the sound out loud. Children play and learn in a word rich environment with labels around the room developing children's awareness of print carrying meaning. Children are confident with numbers. When they arrive they place their name against the next available number on the number line. At a glance children can see that there are eight boys and eight girls and when one boy arrives later they instantly know that now there are nine boys, which means there are more boys than girls.

Children learn about the wider world as part of topic work. They have access to a variety of resources, such as magnetic cog boards and computers, to develop their skills in the use of information and communication technology. There are daily opportunities for children to develop their physical skills inside and out. Children enjoy using the inside climbing frame; they manoeuvre in and out of it, climb up and down and slide down the slide. Outside, several

children pretend to make a bonfire. They collect leaves in wheel barrows and baskets and pile them up high. Children have lots of opportunities to develop their creative skills. Artwork and displays around the room show that children use a range of materials and medium to explore and use their imagination. They enjoy using fluorescent paint, brightly coloured chalks and glitter to make an exciting fire work picture. Children are proud of their achievements and proudly show off their finished pictures. They display good levels of self-esteem and respond well to praise given to them by the staff.

Helping children make a positive contribution

The provision is good.

Children have excellent relationships with staff and each other. They play amicably together and readily share resources, such as play dough and construction. They are all treated with equal concern by staff and have equal opportunity of access to all activities. They show kindness and consideration for others, for example, as they reposition their chairs by the computer so other children can join them. Staff appropriately foster children's spiritual, moral, social and cultural development. Children are proud of their own efforts and eagerly, with a beaming face, show staff marks they make on paper. They feel valued and develop in self-esteem as staff praise their efforts and encourage them to display their work where others can see it. They take responsibility for their environment as they conscientiously and efficiently help tidy resources away. All children are included in play and appropriate policies and procedures are in place to support children with learning difficulties and/or disabilities. Children behave very well at the playgroup and demonstrate good manners as they politely ask staff to look after their tissues whilst they help tidy up.

The partnership with parents and carers is good. They have access to detailed weekly planning and information on the Foundation Stage. Parents are aware of who their child's key worker is. Children's development files are sent home three times a year and formal meetings are held in the Spring term where targets for children's next steps of learning are set. Relevant information is sought from parents at the time their child starts to ensure individual needs are met. Information displayed within the setting and regular newsletters, plus daily discussion, keeps parents well informed about playgroup practice. Parents are very happy with the care and education provided for their children and are able to feedback their views on practice through discussion and by using the suggestion box within the setting.

Organisation

The organisation is good.

Staff are warm, friendly and enthusiastic and effectively organise a positive learning environment for all children. Children are well supervised by vetted staff and all visitors to the setting are recorded. Staff understand their responsibility to inform management of any issues which may affect their suitability to work with children, although there is no formal written procedure within playgroup documentation. Policies and procedures work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Documentation is securely maintained at the setting.

The leadership and management of the nursery education is good. Staff are aware of their roles and responsibilities and work well as a team. All staff who plan and prepare the curriculum have a good understanding of the Foundation Stage. Most staff have received training in the Foundation Stage and specific areas of learning; new members of staff are fully supported by

experienced staff. The manager regularly monitors and evaluates the teaching methods and the information recorded in children's development files. Children's development files are accurately maintained and reflect where each child is on the stepping stones towards the early learning goals and what their next stage of learning is. Staff have regular meetings for planning and specific meetings to reflect and evaluate what the provision offers. Overall, the playgroup meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the previous care inspection the playgroup have enhanced their practice for safeguarding children's welfare. Staffs' knowledge and understanding of child protection issues have been developed through both external and in-house training and written procedures are in place with regard to the appropriate use of physical restraint. At the last nursery education inspection the group did not have any areas of weakness. They were asked to consider continuing to include identified stepping stones when planning specific activities and to consider ways of enhancing existing good practice by developing ways of providing greater feedback to parents about completed topic work. The group have continued to identify stepping stones when planning activities and staff now display photographs of children engaging in activities; these displays are supported with details of the Foundation Stage learning links. Staff share information with parents on a regular basis. Discussions with current parents indicate that they are very happy with the information provided regarding their child's progress.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted which 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 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):

- improve accident and medication records by ensuring all entries are signed by parents and by detailing full names of both children and staff within the records
- document the system for assessing the continuing suitability of staff to look after children or be in contact with them

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):

- enhance planning by showing how activities will be differentiated to meet the individual needs of children.

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