

# Colerne Old School Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	199440
<b>Inspection date</b>	14 June 2007
<b>Inspector</b>	Beverley Blackburn
<b>Setting Address</b>	Old School, Vicarage Lane, Colerne,, Chippenham, Wiltshire, SN14 8EL
<b>Telephone number</b>	01225 744885
<b>E-mail</b>	
<b>Registered person</b>	Colerne Old School Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 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?

Colerne Old School Playgroup is a village pre-school serving the village and the surrounding area. It has been in existence for about thirty years and takes children from the village of Colerne, nearby military base and the surrounding areas.

The playgroup is registered for 26 children aged from two to under five years and is a registered charity. It is managed by a committee of parents. The playgroup receives Nursery Education funding.

The playgroup leader is sometimes supernumerary and a parent rota provides additional adult support. The playgroup leader has a level three qualification in childcare, the other staff are qualified or working towards a qualification. The group operate a key worker system and supports children with learning difficulties and /or physical disabilities.

There are strong links with Colerne Primary School and with the Key Stage 1 Co-ordinator.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are provided with a variety of healthy and nutritious snacks that contribute to their good health. They enjoy eating snacks such as fresh fruits, breadsticks, and crumpets. Children are helped to understand the importance of healthy eating; this is enhanced through the covering of the theme "The body". Children can help themselves to drinks of water throughout the day. Their preferences and dietary needs are discussed with the parents and recorded.

Children are familiar with good hygiene practices and know they need to wash hands after messy play, after using the toilet and before eating. The staff help to reduce the risk of cross infection between children by using anti-bacterial spray to clean the tables before the children eat. Children are also encouraged to discard used tissues in the bin after use. Children benefit from the staff's awareness of first aid and the procedures to follow if accidents occur; all accidents are accurately recorded and records signed by staff and parents.

Children have good opportunities to develop their physical skills. They learn the importance of regular physical activities and outdoor play helps in maintaining a healthy lifestyle and develops good co-ordination. They are able to daily enjoy the fresh air and exercise whilst playing in the appropriately equipped outdoor play area. They are also able to enjoy participating in the mini gym activities, where they learn to dress and undress independently before and after each activity. Children move spontaneously showing good control of their bodies. They combine and repeat movements, for example, climbing on the climbing frame, running, jumping and balancing on the beams, as attentive adults give effective support to help them to succeed.

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

The provision is good.

Children are cared for in a warm and caring environment, they are able to play in premises that are secure, safe and suitably clean. However, the premises are not regularly maintained so that it looks bright and inviting. There are future plans in place to refurbish the premises and making it more welcoming to children and parents. There is sufficient space for the children to move freely and develop their play, the space is well organised and managed well by the staff, they make sure that there are not too many activities out at the same time in order to maintain the children's safety.

Safety is promoted as a high priority within and outside of the setting. The staff carry out regular risk assessments on the premises and risks are identified and effectively addressed, however, the grass area is not regularly maintained. Children have good opportunity to enjoy the safely enclosed play area. They are well supervised at all times and effective precautions are taken to prevent accidents which ensures the children's safety. Children are encouraged to share responsibility of their own safety by helping to clear away toys and taking part in the fire drills. Staff help the children to understand the importance of the evacuation procedure by explaining simply and clearly the need for the drills and the importance of staying safe.

Children are provided with a wide range of toys and equipment that are balanced, stimulating and promote learning in all areas. Children can easily access the activities and can comfortably play and join in available activities.

The children's welfare is safeguarded by the staff's good understanding of child protection issues. There are comprehensive policies and procedures in place to support staff in taking appropriate action if concerned about a child. Staff are aware of the importance of maintaining confidentiality.

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

The provision is good.

Children are settled and happy and are involved in a broad range of activities that support their language development, mathematical thinking, imagination and creativity. Children confidently make decisions about their free play in which they show enthusiasm. They show keen interest in group activities and are able to listen attentively to instruction and co-operate with each others. Children have positive relationship with their peers and the staff team. They benefit from staff knowing them well and meeting their individual needs. Younger children are helped to develop into skilful communicators and competent learners by the staff using the Birth to three matters framework. All children are supported well and are encouraged to achieve. Staff actively support children as they persist in completing tasks such as puzzles and craft activities. Children are able to play and learn in a warm and caring environment.

### **Nursery Education**

The quality of teaching and learning is good. The staff has a good knowledge and understanding of the Foundation Stage. They work well as a team, meeting regularly to plan and provide a stimulating programme to promote learning across all areas. They have a high expectation of the children and are well aware of the children's learning needs. Staff use their time well to motivate and stimulate the children's interest in learning. Children have good opportunities to independently practise their early writing and counting skills as part of the daily routine. Staff know the children well and are aware of their differing abilities and stages of development. They ask questions to make children think, to reinforce and extend their learning. Staff carry out detailed observations and assessments of the children, these are used in the discussion with parents at parents' meeting. Information from the assessments are also used in the planning of activities to promote children's individual future learning.

The children have a good range of vocabulary. They confidently speak with clarity, showing awareness of each other. They answer clearly when responding to their name at register time. They are confident when they speak with adults. Children gain good early reading skills as they are helped to recognise their names, through practical activities such as finding their coat pegs or their place mats at snack time. The more able children are challenged and encouraged to recognise words, spell the names of their family and take things onto the next stage through one to one. Children develop good pre-writing skills and are keen to use pencils, crayons and other drawing materials. Children are encouraged to write their name, for example, they were observed confidently writing their name in their father's day card. They are able to follow simple instructions and show awareness of listening and responding appropriately to questioning. Most children are able to appropriately link sounds to letters and recognise the letters in their own names.

Children are learning to count and recognise numbers. They are helped to solve simple mathematical problems and are developing a clear understanding of numbers. For example, children are able to count confidently up to nine and identify the numbers. Children gain a good understanding of shapes, space, and measurement through practical activities such as

fitting puzzles together. The more able children are able to confidently count and recognise numbers over ten.

Staff effectively support children to investigate a range of materials and objects. They learn about the local environment through stimulating activities such as shops. The setting has a strong link with the local primary school. The children at pre-school age are gradually inducted into the school supported by the staff and parents. Children are successfully developing their awareness of time as they discuss significant past, present or future events in their lives. For example, children are able to talk about their holidays and things they had done the day before. Music and movement is regularly included in the daily routine as indicated on the activity plan; children are able to confidently choose their favourite songs, as they enthusiastically join in the singing sessions.

Children are supported as they spend their time purposefully exploring a wide range of activities which contribute to their learning. Children thoroughly enjoy using their imagination whilst actively involved in role-play, for example, dressing up or playing in the home corner. They have daily opportunities to develop their own ideas by exploring a range of media and materials and their textures such as dough, where they are able to squeeze it, knead it and smell it. They sometimes have less opportunity to express themselves through activities such as mixing paints and free painting.

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

The provision is good.

Children are valued as individuals; staff know them well and cater for their individual needs. They have access to a good range of resources that give good opportunities for them to learn and show appreciation of other cultures; for example, books, puzzles and musical instruments. They have the opportunity to celebrate festivals such as Chinese New Year, Divali and Christmas. Staff are aware of children with learning difficulties and or disabilities and when required are able to give good support to promote their learning and development and effectively liaise with their parents and other professionals.

Children behave well and benefit from the staff's good role modelling and their awareness of effective, positive strategies such as praise, encouragement and positive reinforcement, to support appropriate behaviour. The children are aware of the golden rules of the setting, which are displayed on the wall in the room. Children have a good understanding of right and wrong and are able to use 'please' and 'thank you' appropriately. They relate positively towards each other and they are able to enjoy co-operative play as they learn to negotiate with one another, share and take turns. Staff handle minor disagreements sensitively, and help children to understand and think about the feelings of others. The staff work with parents to ensure a consistent approach to managing children's behaviour.

Children's spiritual, moral, social and cultural development is fostered. Children are confident and demonstrate increasing independence. For example, they enjoy taking turns to be the helper for the day and carrying out responsible tasks.

The partnership with parents and carers is good. The children's individual needs, progress and development are promoted extremely well because of the staff's strong commitment to working in partnership with the parents. Staff are approachable and welcoming. Parents are kept up to date about the setting through the notice board and newsletters. They are provided with very good information about the setting. The information on the foundation stage of education is

very well explained in the parents' information pack although it is not clear that this, on its own, is the most effective method for parents to receive this particular information. For instance, there are no pictorial displays to help demonstrate how children learn and explain the areas of the curriculum covered. Parents are well informed about their individual children's progress and have opportunities to discuss their children's assessment and development by attending parent meetings. Parents are encouraged to participate in the playgroup as parent helpers and committee members. The parents are happy with the setting, care and learning of the children, which is demonstrated in the positive feedback from the parents' questionnaires.

## **Organisation**

The organisation is good.

Children are cared for by well qualified and experienced staff who have a good knowledge and understanding of child development. They use this information well to create a happy, relaxed and comfortable environment where children's progress, development and wellbeing are encouraged. An effective operational plan is in place which, helps to ensure the smooth running of the sessions and give the children the chance to become familiar with the daily routine.

The provision is well organised which enables the children to self-select from a good variety of age appropriate activities and resources. Children's health, safety and welfare are promoted through the implementation of well documented procedures and policies. Children's care, learning and play are positively supported through a well maintained adult to child ratio. The playgroup meets the needs of children for whom it provides.

Leadership and management is good. The supervisor and the committee members have a clear vision for the future of the playgroup which focuses on the development of the children and their achievement. Their goal is to refurbish the premises and to make it welcoming and inviting to all. The staff are supported well by the supervisor and the committee, they receive annual appraisals which helps with their development. The staff are committed and work well together to offer children a wide range of interesting and exciting experiences that promote their progress and development. Staff are supported well in developing their professional skills in order to maintain good practice and to increase their knowledge and skills.

## **Improvements since the last inspection**

At the last inspection the provider was asked to conduct a risk assessment on the premises identifying actions to be taken to minimize identified risks, to ensure that all accident records are signed by parents, to include Ofsted's telephone number on the complaints procedure and to meet any recommendation made by the Fire Safety officer (in this case the time taken to vacate the building). Regular risk assessments of the premises are carried out and any risks identified are actioned. All accident records are now signed by parents; the Ofsted telephone number is included in the complaint procedure and also displayed on the parent's notice board. Recommendations made by the fire officer were successfully carried out; the time taken to vacate the building is recorded after every fire practice. All the recommendations have been successfully carried out. This has ensured the safety of the children is maintained.

## **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 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 the outdoor and indoor areas so that they are consistently maintained with particular attention to the outdoor grassed area and the decorative state of the indoor environment.

#### **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):

- continue to develop opportunities for children to participate in activities that promote creativity and free expression.
- further develop the visual methods for sharing information about children's learning with parents.

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)