

# Shepton Beauchamp Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	142780
<b>Inspection date</b>	14 May 2007
<b>Inspector</b>	Michelle Tuck
<b>Setting Address</b>	The Village Hall, Shepton Beauchamp, Ilminster, Somerset, TA19 0LP
<b>Telephone number</b>	07765 437301
<b>E-mail</b>	
<b>Registered person</b>	Shepton Beauchamp 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 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?

Shepton Beauchamp Playgroup is situated in the village hall of Shepton Beauchamp village in South Somerset.

The main play spaces are provided in a large hall, a side room and an outdoor play area. The hall has a toilet block and kitchen leading from the main hall.

The group is registered for 24 children and there are currently 26 children on roll of which 18 are in receipt of funding for nursery education. The group supports children with learning difficulties and disabilities. There are currently no children attending with English as an additional language.

The group is open each weekday morning from 09:00 to 12:45. A lunch club is offered once a week with an afternoon session operating until 15.00

There are currently five members of staff, of which the majority hold childcare qualifications or are working towards these. The group is a member of the Pre school Learning Alliance and receives regular visits from Foundation Stage advisors.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for within a clean and hygienic environment. Staff have good systems in place to prevent the spread of infection. For example, they carry out effective hand washing routines, and disinfect table tops every session. Children wash their own hands before all snack times, with wet wipes. Following trips to the toilet children wash their hands in shared bowls of water, however these are changed regularly.

Children benefit from a nutritious range of snacks mid session. For example, they enjoy fresh fruits, linked with their topic of healthy lifestyles. Children are encouraged to try different fruit such as lychee. Children have access to fresh drinking water to ensure they do not get thirsty, and are offered drinks of their liking at lunch time. Children's health and fitness are promoted well through daily activities both indoors and outside. Children run around outside in the fresh air, and they move around inside to music, listening carefully for instruction.

Children's health is further promoted through the well-organised records and documentation kept. This ensures dietary needs are met and records of any accidents, incidents and medication are signed by parents for consistency of care. All staff hold appropriate first aid certificates and a first aid kit is kept on the premises. This supports staff well in caring for children appropriately in the event of an accident.

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

The provision is good.

Children's safety is assured in this secure and child friendly environment. Staff are limited with what they can display as the village hall is used by a variety of groups. However, they effectively use tables for displays and hang mobiles that the children have made from the ceiling, creating a welcoming environment. Staff set up the room prior to children's arrivals, they are creative in the way they designate different areas for play. Staff are very well deployed throughout the playgroup and have a clear understanding of their individual roles and responsibilities that contribute to children's safety. For example, a member of staff is deployed at the entrance door at arrival and departure times, this ensures that all visitors are monitored effectively to promote a secure setting for children.

Staff ensure the environment is safe by carrying out thorough risk assessments, to ensure the ongoing safety of the environment and to minimise risks to children. Children are kept safe as staff remind them of ways to promote their and others' safety. For example, a member of staff reminds children not to run inside as they move between areas. Another member of staff reminds the children to sit still whilst using the scissors to avoid injury to themselves and others. Children respond to staff's reminders and explanations and alter their behaviours. Children's safety is further assured as staff ensure that children take part in regular emergency evacuation procedures. This ensures that children are familiar with what to do should an emergency arise. Staff have clear knowledge and understanding of child protection procedures. This contributes to the protection of children from harm and neglect. However the child protection policy does not contain the most up to date information regarding the Local Safeguarding Children's Board.

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

The provision is good.

Children are happy, settled and secure. They make positive relationships with staff and each other, carrying out their activities confidently, both independently and in groups. Children are confident to make their needs known to the adults who work with them as they can be sure of a friendly response. They use a good range of play provision which is made suitably accessible for children to make choices and extend their own play in some areas. Children are encouraged to become independent in many practical skills such as using the toilet, pouring drinks and managing their own clothes.

Nursery Education.

The quality of teaching and learning is good. Staff have good knowledge of the Foundation Stage. They use this to plan a broad range of activities and experiences across the six areas of learning. They use a range of teaching methods to help the children learn and progress. Staff generally use effective questioning to help children think, recall and solve problems. Staff make observations of children's achievements and record their progress. The system is clear and linked to the stepping stones, to enable the 'next step' to be planned effectively. Staff know the children well as individuals and adapt activities to varying abilities, therefore, overall children are making good progress in their learning.

Children enjoy a good balance of self-chosen and adult-led activities, linked by topics and themes to provide meaningful activities which encourage children's knowledge and understanding of the world. For example, within the topic about 'healthy lifestyles' children are involved in planting and growing cress, learning that plants need water to survive. Children talk about keeping healthy, they know why they shouldn't eat too many sweets and what will happen to their teeth if they do not clean them. As they explore the topic about their bodies they create paintings by using different parts of their bodies to hold the paint brush.

Children use language well to communicate, they are confident in talking about events in their lives and describing what they are doing. Children learn to recognise their written names through daily activities, such as looking for their name cards on the table at sandwich time. Children write for different purposes, for example, children feed their 'babies' in the café while the waitress takes their order. However other opportunities are missed that encourage children to practise their writing, for example they do not routinely write their names on their work. Children use their imagination well as they act out real life situations in the role play area and when playing with small world toys. They like to sing familiar songs which often includes the start of calculating, for example 'Five Little Ducks', also using visual aids to further promote their learning. Children sort and compare using the 'compare bears', they are beginning to understand simple fractions. They are able to explain that when the grapefruit is cut into two pieces they have two halves and when it is cut into four it is quarters. Children move around with confidence and coordination, showing an awareness of others. They use a good range of large and small equipment that promotes physical development.

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

The provision is good.

Children behave well. They know what is expected through routine and discussion. They respond positively to being given tasks of responsibility such as helping pack away equipment. Children receive praise and encouragement from staff for effort and achievement, which helps build

their self-esteem. Children develop a good sense of being part of a community. They regularly visit areas of their local environment during outings, and visitors coming into the playgroup help children understand about various jobs and how people help them. These include the police and the village priest who visits weekly to either read them a story or get involved in their play. Children make visits to the local residential home for the elderly where they play parachute games or take part in a music and movement session. They start to become aware of a range of celebrations and festivals such as Christmas and Chinese New Year. Children's spiritual, moral, social and cultural development is fostered. Children with any additional needs are well supported. A one-to-one member of staff is provided as required. The Special Educational Needs Coordinator is experienced and attends on-going training. She liaises with staff, parents and any connected professionals to ensure that all children are fully included.

Partnership with parents and carers is good. Parents receive appropriate information about the setting in various forms including a prospectus, regular news letters and an update of the terms activities and themes. Parents do not receive detailed information about the Foundation Stage curriculum in the prospectus, however the supervisor talks to parents about the curriculum when their child starts at the playgroup. Parents are invited to attend parents' open days to discuss their child's progress more formally. Parents are also aware there is an open door policy and can discuss their child with staff whenever they wish. The complaints procedure does not contain contact details for Ofsted.

## **Organisation**

The organisation is good.

Staff are skilled at recognising children's achievements and note them to record their progress using systems that relate closely to the stepping stones towards the Early Learning Goals. Activities are closely linked with the stepping stones and children's progress is regularly discussed to ensure all children are progressing appropriately.

Daily routines are organised well and run smoothly. The children move freely from one activity to another, never having to wait around. This ensures they are fully occupied and interested throughout the stimulating sessions, which has a positive effect on behaviour. The ratios are maintained at all times and staff deployment is very effective in all areas of the setting, enabling staff to provide high quality support and supervision for all the children. The setting meets the needs of the range of children for whom it provides.

Effective procedures are in place to ensure all adults are checked ensuring children are safe. Children are well protected because all policies and procedures are implemented effectively. Most paperwork and documentation has been updated to reflect current practice within the setting, however not all is readily available for inspection.

The leadership and management of the setting is good. The manager and deputy support the staff well. Clear roles and responsibilities are defined, enabling each member of the team to contribute fully to the running of the group. The setting successfully assesses its own strengths and weaknesses through continually monitoring, evaluating and reviewing practice as a whole. Staff have appraisals which are used to identify strengths, weaknesses and training needs. The staff team work well together, providing a highly stimulating environment for the children.

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

At the last care inspection the group agreed to include Ofsted's contact details in the complaints procedure. The group display a poster for parents with contact details for Ofsted, however the details are not yet included in the written procedure. They also agreed to obtain signed parental consent for emergency medical treatment. This is now in place. At the last nursery education inspection there were no key issues raised but one point for consideration. This was to ensure planning documentation shows evidence of the methods use to vary activities for different ages and abilities. Activities are tailored to individual needs and abilities. Regular observations are completed and individual records written for each child

### **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 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):

- ensure all documentation is readily available for inspection
- ensure the complaints procedure includes contact details for Ofsted
- ensure the child protection policy contains the most up to date information, with regard to the Local Safeguarding Children board

#### **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):

- provide more detailed information in the prospectus for parents about the six areas of learning
- provide more opportunities for the children to practise early writing skills and mark making such as routinely labelling their own work.

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)