

# Tuffley Playgroup at Harewood Infant School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY340893
<b>Inspection date</b>	02 July 2007
<b>Inspector</b>	Shirley Ann Jackson
<b>Setting Address</b>	Harewood Close, Tuffley, Gloucester, Gloucestershire, GL4 0SS
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<b>Registered person</b>	Tuffley Playgroup
<b>Type of inspection</b>	Childcare
<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

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.

### WHAT SORT OF SETTING IS IT?

Tuffley Playgroup has been registered at Harewood Infant School, Tuffley, Gloucester, since 2006. They also operate from the local scout hut, that is their main base. The group has the use of a classroom, designated for pre-school use. They can also use the school hall, covered play area and outdoor play facilities. A Foundation Stage curriculum is offered for funded children across the playgroup's two sites.

Sessions at the school are offered on Monday mornings from 08.30 until 11.30 and Thursday afternoons from 12.15 until 15.15, term time only. These sessions are offered to pre-school children aged over three years. There are currently 17 children on roll aged three to four years. All of these children are in receipt of education funding. The group can support children with learning difficulties and/or disabilities and those who speak English as an additional language.

An established team of seven staff work with the children. Of these, four hold a recognised early years qualification and two are booked on courses to begin in the autumn. Staff are employed by the voluntary management committee of playgroup parents.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children become aware of good hygiene practices by following a well established routine. They routinely wash their hands after using the toilet and use a hand dryer to dry them off. They see staff keeping the environment clean as they wipe tables before and after snacks are eaten.

Children have free access to drinking water throughout the session. A covered water jug and cups sit on the side for children to help themselves. Children are encouraged to bring a piece of fruit to each session. These are then prepared by staff and shared by all the children. Staff sit with the children and talk to them about what they are eating and asking questions about the different foods. Some children are aware that milk comes from cows and that it is good for them. Others said that eating fruit 'is healthy' and 'it helps you to run'.

Children have access to the outdoor play area at each session during a timetabled slot. Children enjoy fresh air and exercise as they run around looking for spiders and other mini beasts. Staff provide physical activities such as parachute games and using the balance beams for children to take part in.

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

The provision is good.

Children are cared for in bright, clean and well maintained premises. The school building has a key pad entry system to monitor people coming and going. This helps to keep children safe as it prevents unauthorised entry. Children are well supervised as staff are alert to hazards. Staff encourage children to think about their own safety by using effective questions and giving clear explanations. For example, a member of staff asked a child why it was not a good idea to put play food in his mouth, 'I might choke' he replied.

The room used by the group is welcoming to children as all walls and doors are covered in displays of children's work and photographs. Children play safely as they use equipment and resources which are suitable for their age and stage of development. A number of resources are stored in labelled low-level storage, giving children easy access. Toys and equipment used are good quality and well maintained.

Staff give children's welfare a high priority as all staff working at the group hold current child protection certificates. Staff are able to identify the indicators of abuse and neglect. They are aware of the procedure to follow if they have any concerns about a child in their care. The group has a child protection policy in place which gives clear information about the group's approach and management of child protection issues. This policy is shared with parents via a policy folder which is readily available on a notice board. This helps to ensure that children's welfare and well being is protected.

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

The provision is good.

Children settle well and enjoy their time at the group, quickly becoming involved in their play. Staff put out a range of resources for children to choose from. There are also resources available in low-level storage, giving children some choice in their play. Children play well together,

mostly sharing and taking turns appropriately. Staff are keen for the children to take the lead in their play and learning. This helps them to become independent learners.

Children have positive relationships with staff and with their friends at the group. They confidently seek staff out to show them what they have done, to talk to them or to ask for help, for example a child asked a member of staff to help him to build a castle. Children persevere for some time at activities of their choosing, such as, the peg boards.

Children's mathematical language and thinking is well supported by staff. They encourage children to count and use numbers during the session. Children know that spiders have eight legs, they know how old they are and some recognise numerals of personal significance. Staff build on this knowledge and encourage children to begin to calculate, for example, how many butterflies had come out of their cocoons.

Children talk confidently to adults who are familiar to them. Staff listen carefully to children and respond appropriately. Children use vocabulary that shows the breadth of their experiences, for example, the child who asked 'do they eat the pollen off the flowers?' when talking about what butterflies eat. New vocabulary is introduced during play and simplified so that children understand; for example, when looking at the instructions on food for the butterflies, the word saturated was used and simplified to very wet for the children.

Children's creativity and imagination is fostered as imaginative resources are available at each session. They regularly play games based on their own experiences, such as, cooking and collecting children from school. However, children do not always have free access to creative and messy resources.

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

The provision is good.

Children's independence is actively promoted by staff. They are encouraged to do as much as possible for themselves, but staff are on hand if needed. For example, before going outside, all children are asked to try to put on their jackets. When children try, their efforts are praised by staff, for example, 'well done for trying with your zip'. This helps to build children's self-esteem and confidence.

Children become aware of the wider community as they can play with a suitable range of resources which reflect diversity. They see positive images around the room in the form of posters and books. This helps children to develop a positive attitude to others. The group can support children with learning difficulties and/or disabilities. Staff have experience and training to support them in this area. This enables all children to take part in activities in their own way and at their own level.

Staff working at the group are positive role models for the children with a calm and re-assuring manner. Children are aware of the boundaries within the group and will seek help if needed. For example, a child was not sharing pegs, so another child went to a member of staff for assistance to sort it out. Staff use positive language and give clear explanations of expected behaviour.

Parents willingly support the group by contributing to the management committee. They are also welcomed on rota duty if and when they want to help. Parents are aware of the group's

policies and procedures as the majority of children also attend the group's other setting. Parents are kept informed through regular informal chats with parents when they collect their children.

### **Organisation**

The organisation is good.

Staff are appropriately qualified and experienced for their roles within the group. Children benefit from staff's willingness to attend training to aid their professional development and to enhance the care and education offered. Staff interact positively and warmly with the children. They are keen for children to take the lead in their play, but they are on hand to extend and develop this as required.

All legally required documentation is in place, well maintained and stored securely. However, some of the group's policies and procedures are brief and they do not reflect the group's practice. Staff make effective use of the available space, time and resources so children are well supported in their play and learning. Overall, the setting meets the needs of the range of the children for whom it provides.

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

Not applicable.

### **Complaints since the last inspection**

Since registration 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**

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.

### **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 children have regular opportunities to feely create with resources and enjoy messy play
- review policies and procedures to ensure they reflect the group's practice

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)