

Bardney Playgroup

Inspection report for early years provision

Unique Reference Number 253538

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Inspector Gill Ogden

Setting Address Bardney Playgroup - School Grounds, Henry Lane, Bardney, Lincs, LN3 5TL

Telephone number 01526 399273

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Registered person Bardney Playgroup

Type of inspection Integrated

Type of care 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.

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?

Bardney Playgroup opened in 1992 and is run by a volunteer parent committee. It operates from a porta-cabin in the grounds of Bardney Primary School and has an adjacent enclosed outdoor play area. The playgroup serves the local area and is open each weekday during school term times. Sessions are from 09.00 to 15.00.

There are currently 28 children from two to four years on roll. This includes 14 children who receive funding for early education. Children attend for a variety of sessions. The setting supports children who have learning difficulties/disabilities.

Four core staff work with the children. All hold relevant early years qualifications and the manager is working towards her degree. The group is a member of the Pre-school Learning Alliance and is currently renewing its quality assurance through them.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health needs are well catered for. Regular cleaning routines ensure that the environment is kept hygienic and children quickly understand the importance of following good personal hygiene procedures. For example, if they forget to wash their hands after using the toilet they are quite happy to be reminded to return and do it. Parents are informed about illnesses that prevent children from attending and this also helps to prevent cross-infection. Children get plenty of fresh air and exercise by using the outdoor play space or going for walks or to the park. They take part in activities that help them develop strong bodies and good co-ordination such as climbing and balancing. There are areas in the premises where children can sit quietly and rest if they need to.

Children are provided with nourishing snacks at each session. These are mostly fresh, organic fruit and vegetables which are supplemented with, for example, breadsticks and crackers. The preparation of snacks is an activity that children take part in regularly and so they have good opportunities to talk about healthy foods. Parents are given useful written information about balanced diets for children which they find helpful when preparing packed lunches for them. Close attention is paid to the appropriate storage of foodstuffs and any special dietary needs children may have.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a building that is well-maintained and secure. Improvements such as the fitting of new windows and the development of the outdoor play area ensures that children experience a pleasant environment. Thorough risk assessments are carried out on a long and short term basis and special care is taken to do them regarding activities such as using the paddling pool. All the necessary safety equipment is in place and checked regularly. The large range of toys and play equipment is suitable for the children and kept in a good state of repair. Children learn to keep themselves safe well through, for example, discussing and deciding about what is safe and unsafe behaviour and taking part in activities such as 'say no to strangers'. They follow road safety procedures carefully when they go for walks and take part in regular fire drills so they know how to evacuate the building quickly and safely.

Children are further safeguarded because staff have all undertaken training in child protection and the designated staff member has recently attended local authority training that included the latest local referral procedures. However, the written policy has not been updated to reflect these so may not be fully effective in supporting the setting if it needed to be used. Parents are made aware of the group's child protection responsibilities.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and settled in the group. They learn to become independent from an early age because staff encourage them to make choices for themselves. This is evident in how the room is set out and how children are greeted, encouraging children to make their own decisions about what they would like to get out and then following their interests. As a result children enjoy their play, develop their conversational skills and begin to make links between

what they see and do both in the group and at home. For example, a child chooses a small rake to use in a raised bed outdoors. He carefully rakes the earth and then uses the side of the rake to draw straight furrows, acting out the ploughing he has seen being done on the farm at home. Another child excitedly shows a Duplo figure to an adult commenting that it looks just like her, which it does because it has grey hair and glasses. Staff make good use of the 'Birth to three matters' framework to reflect on the progress of the younger children. The manager is beginning to look at the new Early Years Foundation stage document in preparation for its full use next year.

Nursery Education

The quality of teaching and learning is good. The staff have a solid understanding of the Foundation Stage curriculum and how children learn. This enables them to ensure that a balance of adult-led and child-initiated activities are planned appropriately and cover all the areas of learning. Plans clearly show the learning intentions for children and offer differentiation for younger and older children but assessments are not yet being used effectively enough to identify in planning the next steps for individual children. This may limit children's progress in some aspects of their learning. Staff use a range of teaching methods and are particularly skilled at making the most of all learning opportunities. For example, whilst preparing fruit for snack time a member of staff is able to ensure that children develop or reinforce their language skills, mathematical knowledge, sensory awareness, personal hygiene skills, small hand skills and knowledge and understanding of the world. Children who have learning difficulties are included well through effective planning and additional resources. Both the indoor and outdoor space provide stimulating learning environments for the children.

Children are fully engaged in their play so they develop good concentration and a will to succeed. They show their drawings and paintings proudly because they know staff are genuinely interested in them. Children are developing positive relationships with each other and adults, learning to share and respect each other. They are keen to communicate because they feel safe to express their thoughts and feelings. They enjoy joining in with rhymes and stories and looking at books. Free access to mark-making materials ensures that they develop the skills they will need to be able to write and enjoy doing so. Children learn to count, sort and estimate through everyday routines and practical activities, for example, when they select cups and plates for their table at snack time. Baking and water play activities ensure that they learn about quantity and weight. Children enjoy using technology such as the interactive white board. They see a slide show on it which helps them recall activities they were involved with. They learn about the natural world, growth and change by, for example, growing vegetables in the garden, talking about conkers and autumn and exploring the life cycle of the frog. They play with torches to help them learn about light. Children develop their hand-eye co-ordination and small hand skills through using a variety of tools such as brushes, pencils, rakes and scissors as well as enjoying activities such as doing puzzles and dressing-up. They enjoy using their imaginations through activities such as pretending they have made pizza from play dough and cutting it up and offering their friends a piece. Children freely express themselves through painting and other craft activities as well as enjoying more structured creative play like making snowflakes from various materials.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. All children are welcomed and play a full part in the setting. Children quickly develop high self-esteem and become very confident because staff clearly value them as individuals and demonstrate this to them by

listening carefully to them, valuing their backgrounds and home lives and displaying their work attractively. Children have good opportunities to learn about themselves, each other and the world around them through planned activities, visitors to the nursery and outings. They develop a sense of the wider world through, for example, a map of the world always being on display and which postcards from their holidays are added to. Festivals from children's own and differing cultures are celebrated and resources are available as part of their everyday play that help them develop respect for everyone. Children's involvement in setting the group rules contributes to them behaving well and gentle reminders from staff ensure they learn right from wrong.

The partnership with parents and carers is good. Parents comment very positively about the group, both verbally and through questionnaires. They have every opportunity to become fully involved in their children's development and learning through contributing information about them and by staff giving them ideas about how they can support their children's learning at home. The home link books provide regular ongoing written information to parents about their child as well as chats with staff, especially key workers. Written reports help parents see how their children are making progress within each learning area. They receive plenty of written information about the group in general so they understand fully about how it works.

Organisation

The organisation is good.

Children's care is enhanced by effective organisation in the group. The committee has a sound understanding of its responsibilities and ensures that all its members and the staff are appropriately vetted. Staff are well-deployed during sessions, knowing what their role is and supporting each other efficiently. There is a close working relationship between staff and committee which ensures the smooth running of the group. Systems for staff inductions and appraisals contribute to the group having a well-trained and knowledgeable staff team. All the required records are kept well and most of the other documentation clearly supports the running of the group. The layout of the premises and the outdoor space is carefully considered to maximise play opportunities for the children.

Leadership and management of early education is good. The manager is a very good role model for the staff. She constantly searches out information, training and funding sources. She cascades any knowledge and skills she has acquired to the staff team and ensures there are very effective working relationships in place with local authority advisers and trainers. Development plans are ongoing regarding extending the outdoor area so that it can be used all the time to support children's learning and closer working relationships are being developed with the school. Being part of an accredited quality assurance scheme ensures that the provision is regularly monitored.

Improvements since the last inspection

As a result of recommendations and key issues raised at the last inspection the provision for children's health and learning has improved. Children now use plates at snack time which supports their social skills and contributes towards minimising infection opportunities. Medication records now ensure that there is no opportunity for any confusion over the administration of medicines. Activity planning clearly identifies how activities can be differentiated to meet the needs of less and more able children and the recording of children's achievements has improved but a further recommendation is made to ensure that these records are used more effectively for children's future learning.

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):

- update child protection policy and procedures in line with latest local authority guidance.

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):

- use assessment records to better influence the planning for individual children's next steps.

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