

Woodborough Playgroup

Inspection report for early years provision

Unique Reference Number	253232
Inspection date	21 June 2007
Inspector	Ros Church
Setting Address	Village Hall, Lingwood Lane, Woodborough, Nottingham, Nottinghamshire, NG14 6DX
Telephone number	0115 9653985
E-mail	
Registered person	Woodborough Pre -School 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Woodborough Village Pre-School opened in 1974. It operates from the village hall in Woodborough on the outskirts of Nottingham. The group is a registered charity and is managed by a committee of parent volunteers. Children have access to a large hall for its main activities and a smaller side room for small group sessions. There is an enclosed outdoor play area adjacent to the building. The pre-school opens four mornings per week, Monday, Tuesday, Thursday and Friday during school term times. Sessions are from 09:15 until 12:00, there is also a lunch club offered from 12:00 until 13:00 Monday and Fridays.

A maximum of 26 children may attend the pre-school at any one time. There are currently 44 children from two to four years on roll. Of these, 26 children receive funding for early education. The pre-school is able to support children with learning difficulties and/or disabilities and also children who speak English as an additional language.

There are seven staff who work with the children. Of these, four staff hold a recognised early years qualification, with one member of staff working towards a qualification. The group is a

member of the Pre-School Learning Alliance and receives support from the Nottinghamshire Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is effectively promoted by staff who follow thorough procedures for preventing cross-infection. Good procedures are carried out when preparing and serving snacks, tables are cleaned with anti-bacterial cleaner. Children learn about good personal hygiene through the daily routines, as they are encouraged to wash their hands after using the toilet and before snacks, and are able to easily access tissues when needing to wipe their noses. All facilities are available within the toilet areas to promote good hygiene, including posters and symbols for hand washing. There are good procedures in place if children have an accident or become poorly, sufficient staff have a first aid qualification to ensure that there is always at least one first aid trained person present at each session. A clear sickness policy is in place and shared with the parents and appropriate recording systems are in place if children require medication or have an accident.

Children have good opportunities each session for physical play and exercise. Activities are planned and provided indoors within the hall and outdoors within the enclosed tennis court which is adjacent to the hall. Children use a broad range of equipment such as climbing and balancing apparatus and various wheeled toys such as tricycles and scooters. Children participate in an annual sports day, prior to this event they practise different skills using bats, balls and running activities, such as running whilst balancing a beanbag on a bat. Children begin to have a sense of space as they run around the outdoor area and kick the footballs to their friends.

Children learn about eating healthily through the provision of nutritious and healthy snacks which are offered. For example, fresh fruit, milk and water. Children are able to choose when they want to have their drink and snack, they help themselves to the fruit and find their labelled milk carton. Children are able to access additional drinks as they require from a covered water jug, this ensures they do not become thirsty. Children who stay for the lunch club bring a packed lunch. Staff work well with the parents to ensure that individual dietary requirements are met.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, safe and secure environment where they are able to feel settled and comfortable. The hall is well-organised to allow children space to play actively, to explore and to rest. Activities and equipment are set out each day prior to children arriving, they are presented on child-sized tables and carpet areas. Staff ensure children's safety when setting out equipment, for example, ensuring that safety mats are positioned around any climbing or balancing equipment and ensuring that activities have adequate space between them to enable children to access freely. Resources are well maintained, safe and suitable for the ages of children attending. Educational posters and some children's work are displayed to help promote a welcoming environment.

Children stay safe within the setting because staff follow good safety procedures. They maintain good levels of supervision and carry out regular risk assessments and daily checks to minimize any hazards. All appropriate fire safety equipment is in place. The building is kept secure and

staff are alerted to the arrival of parents and visitors to the setting by use of a bell. Children develop their awareness of safety as they take part in regular fire drills and through general conversation with staff, such as how to use scissors safely. Children are protected as staff have a sound understanding of the issues involved in safeguarding children. Most staff have attended courses on safeguarding children, and clear procedures are in place.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and enjoy their time at the pre-school. They are confident and settle quickly and readily into the routine. They are cared for by enthusiastic and motivated staff who help children to feel settled and secure. Children are able to approach staff with ease and form close, trusting relationships. Children's overall development is generally supported as staff have a clear understanding of how they learn, and strategies are implemented to plan for younger children's development, for example, through the use of the 'Birth to three matters' framework. Children are able to choose from a range of activities and experiences. They are creative, physically active and enjoy singing and story times. However, children are not always able to independently extend their play and learning as additional resources are not available.

Nursery Education.

The quality of teaching and learning is satisfactory. Children make steady progress towards the early learning goals. Staff have a satisfactory understanding of the Foundation Stage curriculum and knowledge of how children learn and progress, they plan and provide a broad range of activities which cover most areas of learning. Short-term planning has been developed and now includes how focussed activities can be adapted for different learning needs. Staff carry out observations of children's progress, which are then used to inform assessments and planning. However, the information gathered from assessments and used to inform planning does not identify children's individual learning to ensure that they are appropriately challenged. Staff are enthusiastic, they ask questions and invite children to think and predict for themselves during activities and lively conversations.

Children are confident within the group, they make positive relationships with staff and their peers. Many older children have special friends within the group with whom they share experiences and join in with activities. Children's independence is developing as they choose when to have their drink and snack, and access and put on aprons before their involvement in activities such as water and painting. However, additional resources and equipment which enable children to independently extend their play and learning are not accessible. Children's language is developing well, many children are confident communicators, they initiate conversations with adults and their peers. They talk about their interests and experiences, such as during small group times children talk about what they have done during the weekend. Children enjoy listening to stories in both small and larger groups, staff encourage children to join in giving them opportunities to predict what happens next. Children are beginning to recognise their own names and other familiar words. For example, children find their names as they register their attendance, and they begin to identify everyday objects around the room which are labelled, such as the book corner. Children are beginning to recognise and sound out letters within their names, with some children being able to form letters correctly when writing their names on their art work. Some opportunities are provided for children to learn to use writing for different purposes, such as when writing during role play.

Children develop their creativity through the use of a range of activities and art materials as they paint, crayon, create collage pictures and model with play-dough. However, activities provided do not always offer challenge to the older and more able children. Children remember and sing familiar songs and action rhymes, they listen to music and use musical instruments with great enjoyment and explore different tones and rhythms. Children have opportunities of using Information Communication Technology (ICT) equipment as they learn to use the computer, calculators or programmable toys. Children are developing confidence with numbers, with most four-year-olds and some older three-year-olds being able to recognise numbers to nine. Most children are able to count well beyond 10 by rote. Some opportunities are provided for simple calculation such as addition and subtraction through songs and rhymes. Children learn to measure and use mathematical language during play. For example, during a water play activity children fill the containers using smaller bottles, they use language such as full and empty, they learn to estimate how many bottles will be needed to fill the container.

Helping children make a positive contribution

The provision is good.

All children are welcomed into the pre-school, they are valued and respected by staff and as a result their self-esteem is fostered. Children's behaviour is good, they learn to work harmoniously together, where they share and take turns with equipment and activities. Staff manage children's behaviour in a positive way, by diverting their attention, listening to them and praising achievements. For example, children were given certificates for being kind and helpful to others. Children's spiritual, moral, social and cultural development is fostered. Children have access to a good range of resources, play opportunities and activities which reflect diversity and help children begin to positively acknowledge cultural differences and diversity. For example, through the use of puzzles, dolls, dressing-up clothes and books.

Parents are actively encouraged to participate in the running of the pre-school by helping on a rota basis or by involvement in the committee responsible for managing the setting. Parents speak favourably of the welcoming environment which helps them feel confidence in the care offered to children. Prospective parents receive a pre-school welcome pack which includes general information about the group. Additional information such as registration, policies and procedures is available in the entrance hall. Staff work closely with parents to ensure they have all relevant information to meet children's individual needs and to provide continuity of care. Information is shared verbally on a daily basis to ensure staff are kept up to date. Good systems are in place to support the inclusion of children with identified disabilities or learning difficulties. The partnership with parents and carers of children who receive nursery education is satisfactory. Suitable information about the Foundation Stage curriculum is available for parents, so providing some guidance on the focus of their children's activities. However, limited information is available for parents on how they can support children's planned learning at home. Parents are able to see children's assessment records on request or during planned rota times.

Organisation

The organisation is good.

Children are kept safe as effective recruitment and selection procedures are in place to include appropriate vetting systems so that all staff working with children are suitable to do so. Clear and supportive induction processes are in place to ensure staff are aware of the appropriate policies and procedures to promote the safety and welfare of the children. Space within the hall is used well to provide a good range of activities which enables children to be creative,

imaginative, physically active or to sit quietly and look at a book. There are effective appraisal systems in place, staff are encouraged to extend their qualifications and attend training to enable them to keep up to date with childcare and education. Essential records are in place and parental consents are up to date to promote the well-being of the children. All records are well maintained and kept confidential.

The leadership and management of the nursery education is satisfactory. The committee, manager and staff are committed to continue improving the nursery education for children. They make use of locally available support such as advisory staff and local training courses. Some systems are in place to monitor and evaluate the provision and children's learning. However, evaluations of children's learning are not always fully effective in identifying what children have learnt to ensure sufficient challenge and progression is provided. The manager is aware of some of the weaknesses in nursery education and is currently developing improvements which she plans to implement.

Overall children's needs are met.

Improvements since the last inspection

At the last Children Act inspection the provider agreed to ensure that parents' sign the accident records. Accident records are clearly recorded and parents asked to sign the entry, this ensures children's welfare.

At the last Nursery Education inspection three key issues were agreed. Children's literacy skills have been developed by providing more opportunities for them to write their own name, such as on art work, and by labelling familiar objects and activities around the room, such as the book corner. Children's numeracy skills have been developed by providing regular opportunities for counting. Some opportunities have been provided for children to find out more about their environment through photographs, village maps and local visitors. The key issues that have been addressed help to promote children's 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.

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 satisfactory.

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):

- develop the organisation of additional resources to provide opportunities for children to have independent access, enabling them to extend their play and learning (also applies to nursery education).

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):

- develop further the planning, observations and assessments to clearly link together, ensuring that evaluations are more effective and the information used from assessments clearly identifies children's learning
- develop activities and experiences provided to ensure these are well-matched to individual children's learning and offer adequate challenge to older and more able children
- develop further the partnership with parents to enable parents to become more involved in children's learning with reference to ideas on ways to support planned learning at home.

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