

# Breadsall Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	509208
<b>Inspection date</b>	26 April 2007
<b>Inspector</b>	Sheena Gibson
<b>Setting Address</b>	Memorial Hall, Brookside Road, Breadsall, Derby, Derbyshire, DE21 5LF
<b>Telephone number</b>	07961 852720
<b>E-mail</b>	
<b>Registered person</b>	Breadsall 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?

Breadsall Pre-School Playgroup was established over 30 years ago. It operates from the memorial hall in Breadsall village, which is a short distance from Derby City centre. The group have access to a large hall, small side room, kitchen and toilet facilities. There are currently 29 children on roll from two and a half to five years of age, this includes 19 children who receive nursery education funding. The group currently supports one child who has English as an additional language. The group opens Monday to Friday, during school term time. Sessions are from 09:15 to 12:15. A lunch club is available on a Monday and Wednesday from 12:15 to 13:15.

A total of five members of staff work with the children throughout the week. More than half the staff are qualified to level three in an early years qualification. The pre-school is a member of the Pre-School Learning Alliance, and receive support from the Local Authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's understanding and awareness of good health and hygiene is effectively promoted. The staff maintain a clean environment where the risk of cross-infection is minimised. For example, they use different cloths for different tasks and ensure that the toilets stay clean. They ensure that any person who prepares snack understands appropriate procedures to follow to make sure that food is handled safely. Children have good opportunities to learn about the importance of positive hygiene. They carry out topics about hygiene and older children can communicate why it's importance to wash your hands after going to the toilet. A clear sick child policy helps to protect children from infection as it encourages parents to keep poorly children at home.

Children are well protected if they have an accident. The majority of staff have received training in paediatric first aid and have access to a suitable first aid box. Permission form parents to seek emergency medical treatment and suitable recording of accidents ensure that all children's fist aid needs are well met. Children's nutritional needs are suitably met. The setting provides snack during the session. This consists of a variety of healthy options; healthy eating is discussed with children and staff explain that some foods help children to 'grow strong and have strong bones'. Children confidently and independently quench their thirst from a jug of water and cups that are freely available for them.

Children have many opportunities to be active and their physical well-being is well supported. The indoor area is spacious and enables physical play to take place whatever the weather. Children enjoy riding trikes, playing parachute games, ball games and with hoops. They enjoy music and movement, where they stretch, curl and hop. Physical play is planned to ensure that children's skills develop well. Children who access the nursery education are confident movers. They are able to negotiate their way around objects, stop and start capably and have good co-ordination and balance. They are sufficiently challenged through the opportunities to use large scale equipment for extended physical play.

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

The provision is good.

Children are warmly greeted by staff who take time to settle them. They hang up their coats and keenly enter the hall to play. Toys and activities are set out prior to children arriving, presenting a welcoming environment for them. Pictorial displays depict the routine, effectively supporting children's confidence and security. Children's work is displayed in an area of the room, helping them to feel acknowledged and to have a sense of belonging. Space is sufficient and effectively used. There are table top activities that children move around freely, choosing what they want to do. A comfy book corner gives children the opportunity to rest on cushions or relax with a book; a vinyl floor area provides a suitable and easily cleaned surface for the sand. Children benefit from access to a wide range of resources that cover all areas of learning. These are easy for them to reach, promoting their independence and decision making.

Children's welfare is well maintained through on-going risk assessments. Staff ensure that the inside and outside areas are safe prior to children being present. Practical steps are taken to minimise the risk of hazards to children, such as socket covers and radiator guards. Fire safety precautions are in place and effectively used. Fire fighting equipment is regularly checked and

evacuations drills practised with children. Children have valuable opportunities to learn about safety through topics, such as road safety. Children's welfare is well maintained with regard to child protection. Staff demonstrate a suitable understanding of child protection. There is a designated person in place who has a sound understanding of what to do if there is a concern and relevant documentation is in place to guide practice.

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

The provision is good.

Children are happy and settled. Staff know them well and understand what interests individual children. Therefore they enjoy a good range of activities that support all areas of learning and development. For example, they build using construction blocks, complete puzzles of varying complexities, look at books that are freely available, enjoy using the computer and dressing up. Staff use these activities effectively to ensure that children benefit from playing with them. The setting effectively implements the 'Birth to three matters' framework and links this seamlessly into the nursery education, ensuring a smooth transition for the children. A key worker system enables children to feel secure as staff are clear about their individual key children's abilities. Children are gaining in independence. They move confidently and freely around the areas used, making choices about what they want to do. Staff interact very well with the children. They chat to them and offer good guidance and support, which means that children confidently progress.

The quality of teaching and learning is good. Children make good progress towards the early learning goals because staff have a sound knowledge of the foundation stage and the stepping stones. There are systems in place to determine what children already know and therefore planning can build on this. Continued assessments are suitable, although there are some inconsistencies and children's next steps are not indicated. Planning is detailed and effective. It shows a broad and balanced curriculum, what children are expected to learn, deployment of staff, staff input and the resources to be used. Methods used to promote children's learning are good. Staff have realistic expectations of children and know how to successfully challenge the older and more able children. Activities are introduced to children, with an explanation of how the activity differs for the older and more able children. Therefore their progress is rapid. Staff capably manage children's behaviour in a way that is appropriate to their age and individual understanding. Children benefit from a suitable use of time and resources by staff. There is a combination of incidental learning and structure, which benefits children's learning as, in some areas, they consolidate their learning through play.

Children are interested and motivated to learn. They are excited about what is on offer and can focus well on an activity. They are confident and will have a go at an activity that may, at first, seem a bit challenging for them. They have good personal and independence skills and can capably put on and take off dressing up clothes, or serve their own a cup of water. Most children have good relationships with each other and have good manners, remembering to say please and thank you at snack time. Children talk freely and enjoy conversation. Some older and more able children can have a complex conversation with an adult about, for example, their holiday or what they do at home. Children's language is developing well, supported by staff's effective open questioning. They enjoy using language imaginatively to make up a story, or to say what they are making from dough. They freely use and enjoy the book corner. They confidently pick up a book and relax on the cushions. They understand how books work and focus well when staff read a story to them, enthusiastically joining in where appropriate.

Children are beginning to learn about linking sounds to letters through everyday activities and routines where they sound out the initial letter of their name. Letters and familiar words are seen throughout the environment. Children recognise their names and some, older and more able children can read familiar words and names. The mark-making table is always available to children and they have good opportunities for children to further their mark-making skills. For example, they have a notebook and pencils in the tent or the 'police station'. Children show an interest in number and this is well supported. Most children can count capable, some counting to large numbers. They use geometric shape puzzles to learn about pattern, shape, size and colour; they also enjoy games and activities help them to understand sequencing such as the frog game, pea activity and making a 'growing and changing' book. Some very useful interactive games on the computer offer valuable experiences to learn about more and less than as well as shape and colour.

Children successfully explore colour through planned activities such as painting, where they mix various colours. They use different textured paper and different media, such as felt pens, crayons and pencils during craft activities. However, there are fewer opportunities to develop their own design ideas during regular free creative activities. They regularly enjoy taking part in a variety music activities. They enjoy singing and enthusiastically take part in action songs; they learn about sound and rhythm through playing instruments in time with the music. They use their imagination consistently when playing with small world play and role play equipment. They enjoy making up games and stories, pretending to be a cat, fire-fighter or Spiderman. Children investigate and explore objects & materials, using their senses. For example, they take part in food tasting, playing with corn flour and water, sand, and using the 'feely' box. They look at bugs when outside and when doing a mini-beast project. They become very excited when using the computer to look at the lifecycle of a frog; the computer gives the instruction 'what does a tadpole become' the children shout 'a frog' and click the correct picture.

Children build & construct with a range of construction materials, large and small. For example, they have many different types of plastic blocks such as Mobilo, Duplo and Lego, which they join with cogs and wheels. They use boxes to build models using different assembling and joining materials such as tape, glue, butterfly clips and string. They have some opportunities to learn about their environment and local community through visiting the local post office, looking at maps of the local area and a model of the village. Children effectively learn about nature and how time passes through a growing and changing topic, where they use a sequence of pictures that depict changes from a baby to older person. They look at pictures of themselves and staff as babies and also as they have grown over time.

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

The provision is good.

Children's individual needs are effectively met through the procedures in place to support them. Staff are very conscious that some children need a little security and chat happily to a child about, for example, their teddy. They work hard to make the transition to school as comfortable and smooth as possible for children through liaising closely with the school and preparing them through activities. Staff encourage children to be respectful and value other people. They do this through discussion and activities; the setting has developed an Equal Opportunities Policy that addresses discrimination. Children's understanding of diversity and other people is effectively promoted through books, jigsaws, disability figures for the dolls house and through projects that look at and celebrate different cultures. Children who have special needs or a learning difficulty are well supported. The designated Special Needs Co-ordinator for the setting

is appropriately trained and useful information is given to parents to ensure that all children are fully included. Children's social, moral, spiritual and cultural development is fostered.

Children are well behaved. They are cared for in an environment where staff maintain a positive environment through encouragement and maintaining children's interest. Children have respect for the rules at, for example, snack time when they sit quietly and use their manners. Staff use purposeful praise, boosting children's self-esteem and confidence. Staff are pro-active in considering strategies that quickly diffuse potentially difficult situations where children may fall out. Children benefit from the positive relationships between staff and their parents. Parents are given a detailed brochure that contains comprehensive information about the provision and the policies and procedures are freely accessible. Ample information is available to support parents that is in addition to that relating to the setting. Parents can express their views freely, either verbally or through using the suggestion box provided. They have regular verbal and written feedback about their child's progress.

The partnership with parents and carers of children who receive nursery education is good. They receive useful and clear information about the provision of the nursery education, in the setting's brochure, at the introductory meeting and through newsletters. Staff share regular verbal and written exchanges of information with parents regarding the children's abilities and parents are made aware that they can have an appointment at any time to speak privately about children's progress. A feedback sheet gives parents the opportunity to share what they know about their child. Parents are given some useful information about how to effectively support their child at home through the newsletters and the notice board where topics and helpful suggestions are listed.

## **Organisation**

The organisation is satisfactory.

Children are cared for by a well established staff team who are appropriately qualified and have good experience. They continue to up-date their knowledge and understanding through undertaking short courses in relevant subjects, such as Child Protection. The setting has adequate systems in place to ensure that staff are suitable to work with children, with regards to recruitment and induction. However, these are completely robust; there are no formal systems in place for on-going checks on staff or for ensuring that strengths and weaknesses in staff's practice are identified. Consequently there is a potential impact on children's care and welfare. Staff are effectively deployed to ensure that children benefit from plenty of valuable guidance and support from staff. All of the regulatory documentation is in place, along with some detailed policies and procedures. However, not all policies and procedures reflect changes within the setting or their procedures; they are not sufficiently specific to the setting, which does not effectively promote children's well-being. Confidentiality is maintained to support children's privacy. The provision meets the needs of the range of children for whom it provides.

The leadership and management of the nursery education is good. The staff team work well together to ensure that the nursery education is delivered effectively and that children have a smooth transition into school, maintaining consistency and stability for children. The supervisor monitors the education in an informal but effective way, through regular discussions with staff and observing the sessions. Staff approach her for advice and she is skilled at delegating roles and responsibilities. Children benefit from the steps taken to evaluate and improve the education, through team meetings and with support from the Local Authority.

## **Improvements since the last inspection**

At the last care inspection the provider was given recommendations around: ensuring that there are effective procedures in place for checking that staff are suitable, both mentally and physically, to care for children; ensuring accident and existing injury records include specific details about the injury, that these are all signed by staff and that the existing injury record is confidential; ensuring policies and procedures are easily accessible to the parents. These have been mostly met. There are informal procedures in place for checking staff suitability and the person in charge has a good understanding of procedures to follow. However, these are not suitably robust and so this is a recommendation at this inspection. Accident and existing injury records are suitably and signed by staff. The records are stored confidentially, effectively supporting children's welfare.

At the last nursery education inspection the provider was given key issues around: extending the challenges for more able children when recognising their own names, other familiar words and for personal independence within routine activities; providing more opportunities to develop writing for different purposes; developing the programme for music, especially regarding opportunities for children to explore sound and rhythm.

All children have name cards and familiar words are placed around the room; personal independence is effectively promoted through routines, such as pouring their own drinks and managing their own personal needs. Children have free access to the mark making table and successfully practice their skills through role play activities such as the home corner. Music is regularly planned for and children enjoy shaking their instruments to the timing of the songs, suitably learning about sound and rhythm.

## **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**

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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 that there are robust procedures in place for the recruitment and induction of staff, also for ensuring the continued suitability of staff and assessing strengths and weaknesses in staff's practice

- ensure that all policies and procedures are specific to the setting and reflect any recent changes.

### **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 children's assessments to ensure that they detail how children are progressing, including any observations and indicate their next steps
- provide more opportunities for children to express their own creative ideas through regular access to free creative play.

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)