



Blakeney Under Fives(school site)

Inspection report for early years provision

Unique Reference Number 510052
Inspection date 13 July 2005
Inspector Kay Roberts

Setting Address Blakeney CP School, High Street, Blakeney, Gloucestershire,
GL15 4EB

Telephone number

E-mail

Registered person Blakeney Under Fives(school site)

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

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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 satisfactory. 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?

Blakeney Under Fives is managed by a parent committee who are also responsible for a second group, known as Blakeney Under Fives Playgroup which operates from the Church Rooms in Blackeney. Blakeney Under Fives is located in the reception classroom at Blakeney School and operates for approximately six or seven weeks at the end of the summer term. It is specifically organised for children who will transfer to the local school in September. Children also have access to the playground and

field at break time. The group operate three days a week, Monday, Wednesday and Friday from 13.00 to 15.15 hours.

They are registered to care for a maximum of 18 children and currently there are currently 12 on roll. Of these there is 1 funded 3-year-old and 11 funded 4-year-olds. No children have special educational needs or English as an additional language.

There are four members of staff. Two members of staff also work at Blakeney Under Fives Playgroup, one of whom is studying for an NVQ level 3 in child care. The educational programme is provided by the reception teacher and a classroom assistant at Blakeney School. They are a member of the Gloucestershire Parent and Toddler Association (PATA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted through the provision of a clean environment and the exclusion of children who are ill. Children demonstrate their understanding of hygiene as they wash their hands, without encouragement, after using the toilet and know that hands should be washed before eating food. There are appropriate procedures in place for managing first aid and administering medication. However, written consent has not been obtained to seek medical advice or assistance in the event of an emergency.

Children enjoy playing outside in the playground and on the field. They develop large muscle skills as they run around the field, balance between two hanging tyres, run along the balancing beams and try to do handstands. They recognise that in hot weather it may be preferable to play in the shade rather than the sun. This is encouraged through discussion and staff making paper aeroplanes as they stand under the trees. Children wait their turn for a paper aeroplane to be made so they can fly them in the gentle breeze. They comment that being out in the sun has made them "hot and sweaty". On returning to the classroom children all sit together and welcome the drink of water. They recognise that they are thirsty and a number of children confidently ask if they may have more.

The story of 'The Very Hungry Caterpillar' is used to stimulate a discussion on healthy eating. Children are able to identify food eaten by the caterpillar which is healthy. As they sample the well presented apples, strawberries, pears, melon and plums, they discuss the texture and colour of each. Once all fruit has been tasted children inform the group which is their favourite.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children confidently walk into the classroom and aware of the routine sit in readiness

for registration. They have a sense of ownership as their pictures and clay models of insects are well displayed on one of the walls and the work surface below.

Children are protected as premises are secure and at the end of the session remain in the care of staff until either a parent or carer comes to the internal gate. Children know that they should not speak to people they do not know unless they have a visitor's badge. However children may be unclear about what they should do in the event of a fire as the emergency evacuation procedures have not been practised. The playgroup leader has undertaken a basic risk assessment of the building, but has not included equipment relating to use on the playing field.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy being in the school setting and comment that they would like to start school now, rather than waiting until September.

Children are able to move around with ease due to the good organisation of the room. They self-select from a broad range of toys, books and games which are either displayed on the tables or in low level drawer units to the side of the room. Children can easily distinguish which toys are located in each drawer as they are clearly labelled with both writing and a picture. Most children return the drawers of toys after use.

Nursery Education

The quality of teaching and learning is satisfactory. The set routine allows children sufficient time at each activity so they do not feel rushed and advance warning is given of packing up time. Children feel secure as they can predict what will happen next. Opportunity is provided for large group activities and free choice periods. During large group activities children listen to stories with interest and are able to identify the sequencing. When listening to a story about rain one child said she knew a rhyme about rain and recited 'Rain, Rain, Go Away'. She was followed by other children recalling the words for 'Dr Foster went to Gloucester'. There is time for discussion and children listen to each other as they do not talk until they hold the toy tiger or after putting up their hand. At the end of a session children show a sense of achievement as they stand in front of the group and share their writing and pictures which have been completed during the session. Children recognise their name in print as they carry their name cards around and place it on the velcro board during free play to indicate their presence at that activity. Opportunities are provided to develop pencil skills; they colour in pictures of butterflies trying very hard to keep within the lines to produce a neat result and write their names. Children know how to operate a simple computer programme and show good mouse control as they indicate the correct numeral to correspond to the number of apples on the screen.

Prior to the children commencing at the school the playgroup leader meets with the reception teacher to discuss the detailed written information on each child's achievements. Planning covers the operating period of the group and includes all aspects of learning, with a particularly strong focus on personal, social and emotional

development, writing skills and mathematics. There is no assessment of children's progress during this period and activities are only evaluated if there is something significant to record, such as children taking their own ideas forward. Children's learning is encouraged by the high adult to child ratio which ensures that there is always an adult close by to ask pertinent questions, provide explanations, participate in games and offer praise.

Helping children make a positive contribution

The provision is satisfactory.

The gradual transition to the school environment helps children settle quickly. The children are visited in the playgroup setting by the reception teacher and two members of staff from the playgroup are present within the school. Children are reassured by the playgroup leader's presence and initially stay close to her when going into the hall with the remainder of the school or out into the playground. Children feel welcome in the school through inclusion in the whole school activities, such as watching a play and having their photograph taken. They wait patiently for every child to be in view and then say cheese and sausages as the pictures are taken.

Children's social, moral and spiritual development are fostered overall although there is insufficient time to include cultural awareness within the curriculum. Children are aware of the rules within the setting as they are provided with gentle reminders. The constant praise and a sticker at the end of the session for wanted behaviour makes children strive to be well behaved. Children know how to share and take turns on the computer. They show care and consideration for others, for example when playing a matching pairs game one child with a number of pairs gave one set to a child who had none. One child had found a spider at home and put it in a jar. He brought it into the school and standing in the middle of the other children proudly showed them his find. The child recalled how the spider was discovered. Children were able to say what the spider may eat and with some gentle encouragement from the teacher it was agreed that once back at home the child would release the spider into its natural environment.

The partnership with parents and carers is satisfactory. Parents and carers are welcomed into the school by the playgroup leader, who informally updates them at the end of the session. Parents have received a prospectus and are kept informed of what is happening in the school via newsletters. Encouragement is given for parents to become involved in the school fun day, funding of which will go towards the building of new premises for the playgroup. As the group only operate for a short period of time each year and this is viewed as a transition into school, parents' views on their children's abilities are not sought. No encouragement is given to parents and carers to be involved in their child's learning.

Organisation

The organisation is satisfactory.

Although the group are located within the school, policies and procedures are

specific to Blakeney Under Fives. Documentation is currently being updated, but at present does not comply with the requirements of the National Standards. Parents have not been requested to authorise the seeking of emergency medical advice or treatment. The procedures for lost and uncollected are limited. Details of the registering authority are not included in the complaints procedure. Child protection procedures do not include steps to be followed in the event of an allegation being made against a member of staff.

Blakeney Under Fives primary objective is to integrate playgroup children into the school setting. This works well due to the ongoing support provided by playgroup staff. Encouragement is given by the teacher to participate in activities with children already at school. There is a high adult to child ratio to support children's care and learning.

Leadership and management are satisfactory. The playgroup leader is responsible for ensuring Blakeney Under Fives provides a suitable environment for children where they are safe and have an opportunity to learn. The partnership between playgroup and school is based on trust rather than checking documentation or discussion. School documentation such as the risk assessment and planning of activities have not been seen by the leader. It is therefore not certain that planning meets the needs of the children or that all areas of learning are included. The policies and procedures are not shared with the school staff so that may not be implemented. In addition, children's safety is compromised as induction procedures do not ensure that all staff are aware of the possible signs and symptoms of children at risk. The impact however is minimal on children as the group operates for only a short time each year and there is an effective planning cycle within Blakeney Under Fives Playgroup where nearly all children attend for much of the year.

Overall the provision meets the needs of children who attend.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

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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):

- ensure children's awareness of cultural diversity is actively promoted
- improve documentation so that there is an effective lost and uncollected child policy, details of the registering authority included in the complaints procedure, written parental authorisation to seek emergency medical advice or treatment and a procedures detailing steps to be followed in the event of an allegation being made against a member of staff

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 an effective planning cycle which will include the evaluation of activities, monitoring children's progress across all areas on learning and then using this information to inform future planning
- ensure that the person in charge assumes full responsibility for the monitoring of funded nursery education and provides a detailed induction for all staff and helpers

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