

# Biggin Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	206720
<b>Inspection date</b>	27 April 2007
<b>Inspector</b>	Karen Ann Byfleet
<b>Setting Address</b>	Biggin School, Biggin By Hartington, Buxton, Derbyshire, SK17 0DQ
<b>Telephone number</b>	01298 84279
<b>E-mail</b>	
<b>Registered person</b>	Biggin 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?

Biggin Playgroup operates from the Community room situated in Biggin Primary School. The playgroup serves Biggin and the surrounding rural area.

The playgroup is registered to provide sessional care for 8 children aged two years to five years and is open Monday, Wednesday and Friday each week during term time from 09:00 to 12:00. There are currently seven children on roll of whom five are in receipt of funded education. The setting provides support for children with learning and/or physical disabilities.

Three staff work directly with the children. The supervisor holds a relevant early years qualification and one member of staff is working towards an NVQ level 3. The setting receives support from the local authority and is owned by a parent committee.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's health is well maintained. Staff follow good daily routines which children have a good understanding of. They wash their hands independently after painting activities, before food and after using the toilet. They have a good understanding of why they need to wash their hands as staff use circle time to discuss personal health and healthy lifestyles. Posters and visual aids reinforce children's understanding. Children's health and welfare is safeguarded as staff are trained in first aid and a sick children's policy is in place which is shared with parents and helps to ensure children are protected from illness and infection. All relevant documentation is in place with regard to accident recording and the administration of medication, including written permission from parents for staff to seek any necessary emergency medical advice or treatment.

Children are provided with healthy, nutritious snacks each day. Fresh fruit is always on offer and the supervisor plans to incorporate the tasting of different foods as part of planned topics and themes, helping to develop children's awareness of healthy options. Drinks of water and fruit juice are available to the children during snack time and they are encouraged to pour their own. Fresh drinking water is available at the children's request throughout the session. Individual dietary needs and requirements are met as staff discuss these with parents and record them. A list of any requirements or food allergies any children have is kept where staff have confidential access to it.

Children enjoy a full range of physical games and activities. They have access to a good range of large equipment for developing their climbing, balancing and co-ordination skills and have regular access to the outdoors. A large playing field, adjacent to the school, is used well for ball games and other types of activities. For example, the children enjoy taking the musical instruments outdoors and moving in different ways to rhythms they make with the instruments. Children are developing a good understanding of how exercise affects their bodies, as they regularly stop and feel their heart beats and talk about being out of breath after activities such as running, hopping and jumping.

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

The provision is good.

The setting provides a clean, warm, welcoming environment for children and adults. Space is well used and children have sufficient space to move around in comfort and safety including an enclosed outdoor play area. Children are able to freely self-select from a good range of suitable, age-appropriate toys, games and resources which are well maintained and in good condition. The children show lots of interest and enjoyment in the stimulating and fun activities. Staff conduct daily risk assessments of the premises and toys to maintain children's safety. The premises are secure and children are unable to leave them unsupervised. The main door to the building is kept locked and there is an effective system for managing access to the premises. Children are well supervised within the two play areas as staff are well deployed to ensure ratios are maintained. A clear policy and procedure is in place and understood by all staff in the event of any children being lost or uncollected. Written permission is obtained from parents and staff ratios are increased to ensure children's safety on outings and trips is maintained. Emergency evacuation drills are periodically carried out in line with the school to raise children's awareness of the procedures.

The supervisor has a good clear understanding of child protection and has undertaken appropriate, advanced training. All staff are aware of the setting's child protection policy and of their responsibility to ensure the supervisor is informed of any concerns. However, they have not attended any recent training in this area. The supervisor has a good understanding of her responsibilities as the designated person and of the Local Safeguarding Children Board procedures to ensure children's welfare is effectively safeguarded.

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

The provision is good.

Children are very happy and settled within the environment. They seek out their friends and form strong relationships with their peers and the adults caring for them. Staff provide all children with a suitable range of age-appropriate toys and equipment which enables them to maintain interest and stimulate their development. Children's individual needs and their welfare is promoted well as staff encourage the children to be independent, developing their self-esteem and confidence. Staff have not yet attended training in the 'Birth to three matters' framework. However, the supervisor has attended training and has a good knowledge and understanding of the framework and uses this alongside the Foundation Stage in the planning process.

### **Nursery Education**

The quality of teaching and learning of nursery education is good. Children are making good progress towards the early learning goals as they engage in a wide range of activities which are appropriately planned by the supervisor. However, observations made by the staff of children's learning are not yet fully used to differentiate children's abilities and present them with suitable challenges to help them make further progress through the stepping stones. Staff interact and engage well in children's play. They ask age-appropriate questions which promote children's thinking and develop their understanding, such as talking to the children about what they are doing and why. For example, they talk to the children about hand washing, why they need to wash their hands.

Through a variety of planned activities, children use and are beginning to understand a good range of mathematical concepts. They count with growing confidence and enjoy activities which enable them to match, compare and sort. Construction activities are planned, in which the children are able to build and sort different sized and shaped blocks and use their imagination to create objects. Free access to a computer also enables the children to develop their mathematical skills as they sort and match pictures on the screen. The children make regular visits within the local community, giving them a sense of their environment. They use their imagination and creative skills well through a variety of activities. For example, they enjoy playing with modelling clay which they cut and roll using a variety of small tools to make models and participate in different painting activities. Daily access to role play is enjoyed by all the children. They make up their own stories and scenarios such as making a train with the chairs and talking about their journey with the staff.

Through well displayed written words and their use of books, children are developing a good understanding of words and their meaning. Objects within the play area are well labelled and through finding their own name cards during circle time, the children are able to recognise their own names. Physical and creative development is sustained well. Children enjoy a full and varied programme of activities which promote these areas. They independently access painting, drawing and modelling and use a range of tools for mark making, joining and fixing. They explore colour, shape and form in both two and three dimensions as they mix paint colours and

build models from recycled materials and play dough. They move with confidence, control and co-ordination and show a good awareness of space. Through their access and confident use of large equipment, such as balls and wheeled vehicles, the children's large motor skills are developing well as they learn control and balance. They have a good awareness and understanding of the effects physical exercise has on their bodies as they talk about being out of breath and compare their heart rates after running, jumping and hopping.

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

The provision is good.

All children are treated with equal concern and staff value their individuality, responding in a positive way to their individual needs. Children's self-esteem and confidence are raised as staff talk to them in a positive way and use clear explanation. Children's work is very attractively displayed, giving them a sense of belonging. Through planned and freely chosen activities the children are able to find out about and explore their own culture and those of others around the world. There is a good supply of resources which promote positive images of diversity. Children with physical disabilities and/or learning difficulties are fully included within the setting and staff work closely with parents, carers and any other outside agencies to ensure appropriate care is provided. Children are generally well behaved. They work harmoniously together, sharing, taking turns and helping one another. They respond well to the positive praise which is regularly given by the staff for the children's efforts and contributions, helping to raise their self-esteem and confidence. A sound behaviour management policy is in place which is understood and followed consistently by all staff.

Partnership with parents and carers is good. Staff exchange information on a daily basis with all parents and carers as to what the children have been doing. All children's individual details are gathered from parents and recorded in the children's files when they start attending. Planning is clearly displayed where parents have access to it. The supervisor has devised a letter for parents which is sent out each term and outlines the topics and themes the children will be covering. The letter highlights the areas and objectives for children's learning and offers suggestions and ideas on how parents can supplement their children's learning and development at home. A complaints procedure is in place and a complaints log is available to parents on their request. Contact details of the regulator are displayed on the parents' notice board.

Children's spiritual, moral, social and cultural development is fostered. Staff respect individuals and treat all children with equal concern. The children behave well and respond positively to the consistent expectations of the staff. They are confident, happy and settled within the provision, having a sense of belonging. Children show respect for others as they listen with interest to what others have to say and in group situations they share and take turns. They are cooperative and are beginning to learn about their own and the wider world through planned activities and visits made into the local community.

### **Organisation**

The organisation is satisfactory.

All appropriate information about individual children is gathered and recorded onto their registration sheets. Daily records of staff and children's attendance are maintained and all policies and procedures are in place which are reviewed and updated regularly by the committee. Good recruitment and vetting procedures are in place and followed to ensure all staff working with children are suitable. No staff are left alone with children until all appropriate checks have

been cleared. The supervisor holds a relevant advanced childcare qualification and one other staff member is due to commence training in NVQ level 3 Early Years Childcare. All staff training is overseen by the committee who endeavour to ensure all core training is regularly updated. Documentation is stored securely, however the supervisor intends to improve this by ensuring all documentation relating to the setting is stored within the setting's playroom, making it easily available for inspection and maintain confidentiality.

Leadership and Management of nursery education is good. Staff are well deployed throughout the provision to ensure children are well supervised. The committee is actively involved in all aspects of the provision, and along with the supervisor and staff, recognise the provision's strengths and weaknesses and show commitment to address the areas for improvement to ensure children's progress continues. The provision meets the needs of the range of children for whom it provides.

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

At the last inspection a number of recommendations were raised with regard to the settings behaviour management and equal opportunities policies and the staff's understanding of them; the contents of the first aid box and that written permission is obtained from parents for the staff to seek any necessary emergency medical advice or treatment.

All recommendations have been addressed successfully. All the setting's policies have been recently reviewed by the new supervisor and the committee and the supervisor is now monitoring staff training to ensure they continue to develop their knowledge and understanding of the setting's policies and procedures to ensure consistency of care for all the children attending. Children's health and welfare is promoted well as all necessary written permissions from parents are in place and the first aid box complies with regulations.

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

Since 1 April 2004 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 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):

- further develop staff knowledge and understanding of child protection in line with the Local Safeguarding Children's Board procedures
- continue to develop documentation with regard to the monitoring of children's care learning and development and maintain confidentiality.

### **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):

- continue to develop staff knowledge and understanding of how observations and assessment records are used in order to ensure appropriate challenges are provided for children to continue making progress through the stepping stones.

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