

Roundabouts Playgroup

Inspection report for early years provision

Unique Reference Number	115291
Inspection date	11 May 2007
Inspector	Carol Cox
Setting Address	Southey Road, Clevedon, North Somerset, BS21 6NY
Telephone number	01275 343924
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Registered person	Roundabouts 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 good.

WHAT SORT OF SETTING IS IT?

Roundabouts Playgroup was established in 1968 and operates from purpose built premises in Clevedon, North Somerset. The playgroup is run by a committee. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open from 09:15 to 11:45 and 12:30 to 15:00 each week day during school terms. Children have access to a secure outdoor play area.

There are currently 67 children on roll aged from two and a half to under five years. Of these, 62 children receive funding for early education. Children mostly live in the surrounding area. The playgroup staff have experience of supporting children with learning difficulties or disabilities and also has experience of supporting children who speak English as an additional language.

The playgroup employs nine members of staff. Of these, six hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted by staff who have a good understanding of how to ensure the environment is hygienic. Children learn how to safeguard their own health and learn good self care skills. For example, children visit the toilet independently and understand why they need to wash their hands to prevent infection. There are clear and sensible policies and procedures to promote health which are shared with parents, for example, parents are given clear information about when their children should not attend playgroup when they are ill. Children relish their outside play area where they safely and competently climb, slide, pedal and push large toys and equipment. They develop simple sports skills playing with hoops and balls and enjoy making up their own games which staff are happy to join in. Staff ensure that children benefit from fresh air through moving activities outside whenever possible. Meaningful discussions between staff and children help them understand how exercise and changes of heat affect their bodies, for example, a child commented that she needed to take her jacket off because she had been racing around.

Children learn about food and nutrition through cooking and preparing simple dishes such as pizza and bread. Children show an understanding of the effect food has on their bodies, for example, when a member of staff talked with children about vitamins whilst they eat apples and bananas. Staff link food with other activities and help children learn about the importance of food in celebrations from their own and others' cultures.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff work hard to make sure that playgroup rooms are safe, clean and comfortable for children. Staff conduct clear and detailed risk assessments of the premises and all activities to ensure that children are free to move around and make choices about their play. There is a well planned outdoor play area which has been recently safety surfaced, this means children can freely play without danger of injury. All toys and resources are made easily accessible to enable children to choose how to support and extend their games.

Children are kept secure because all visitors are asked to identify themselves and their visits are recorded in a log. There is always a high ratio of adults to children which ensures that children's needs are easily noticed and addressed. Staff are vigilant in ensuring children's safety, for example, parents are asked to identify those authorised to collect their children. All emergency contact details are carefully recorded on children's registration forms. There are good procedures in place should children become lost or are not collected.

Children are safeguarded from harm because staff have a good knowledge and some experience of identifying and acting on child protection concerns. Staff have worked with social services in the past and ensure that any concerns are shared with parents. The child protection policy and procedure is in line with local guidance and made available to parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children make good progress in all areas. Staff have warm interactions with children which significantly enhance their learning and development. Children are happy and confident and settle quickly. Consequently children develop good self confidence and are eager to explore and learn new skills. Younger children are supported in activities which they share with older children, however, in large groups younger children sometimes find it difficult to concentrate and become distracted.

Children thrive in an environment where they are offered a wealth of activities to choose from. Staff use their good knowledge of how children learn to promote and support learning through child-initiated play and adult-led activities. Parents and staff work closely together to settle children when they first come to the pre-school. Key workers record the learning and development achievements of each child learning profiles which include detailed written observations, photographs and examples of children's work.

Nursery Education

The quality of teaching and learning is good. Children make good progress in all areas of learning because staff have a confident knowledge of the Foundation Stage curriculum and how children learn. Staff use their knowledge of the children and their interests to plan an exciting programme of activities and opportunities for learning. They are happy to build on children's own ideas and thus inspire children's confidence and pride in their own learning. For example, a child made up a game of throwing and rolling a rugby ball, a member of staff enthusiastically joined in and soon other children became involved. Staff make meaningful observations about children's progress and use photographs to illustrate their progress. These records identify next steps in learning for some children but are not yet consistent for all children. Staff work together to plan small group activities for their own key groups based on children's interests, however, because next steps in learning are not always identified planning does not clearly identify how best to support individual children's progress.

Children learn that marks have meaning and enjoy many opportunities to develop their reading and writing skills through appropriate activities. For example, children quickly find resources in the well organised play room and some children recognise that the clearly written labels indicate the contents. Children happily self-register and identify their own names and sometimes those of their friends. More able children are beginning to clearly write their names and proudly label their own paintings. The children love story time and staff help children make books to record and illustrate their own stories.

Staff help children develop their mathematical skills in everyday play. For example, they count bricks, talk about position, size and shape, and solve simple problems when building with a variety of resources. They enjoy number rhymes which are supported with props and begin to explore simple addition and subtraction, for example, when cutting pizzas in the role play area. They learn about their community and the world around them through noticing the changing seasons, celebrating different festivals and begin to understand the sequence of time through discussions about events in their lives. For example, one child eagerly talked about becoming a nurse when she grows up, she skilfully made a nurse's hat and decided that she'd like to look after children when they have accidents.

Children's creativity is enthusiastically encouraged by the abundance of freely available resources. They dress up and re-enact scenes from their lives or stories they have enjoyed. They play simple rhythms on musical instruments and show great imagination when designing and building with a wide range of materials.

Helping children make a positive contribution

The provision is good.

Children's individual care and learning needs are identified through discussion with parents and key workers use this information to plan for their needs. Staff have good experience and knowledge to help children with learning difficulties or disabilities. Children learn to value themselves and each other through sensitive and caring staff who provide good role models. There is a good range of resources to provide positive images of different people and their lives and children enjoy learning about how different people celebrate events.

Generally children are happy and well-behaved. Staff talk to them about the need to consider others and explain how their behaviour may affect others. Children show a sense of belonging and are eager to contribute to the setting, for example, at tidy-up time children helped tidy away the train track and put away the cooking utensils they had used in their role play. Staff are skilled and experienced at supporting children who have behavioural difficulties and are happy to work closely with parents to provide consistent behaviour management. Parents support the playgroup through a helper rota and contributing skills and resources.

Partnership with parents and carers is good. Staff build close relationships with parents and share discussions with them about their children's progress. Some parents work with key workers to plan next steps in learning for children and share information about their activities at home. Although the prospectus and formal parents' evenings offer opportunities for parents to learn about their children's progress, many parents do not gain sufficient information about the Foundation Stage curriculum or how their children learn.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Children flourish in the happy and well organised playgroup, which offers a large playroom and an interesting outside play area. Children's learning and development is effectively promoted through freely chosen play activities and access to a wide range of stimulating resources. High staff ratios ensure that the needs of all children are identified and met by staff. Clear policies and procedures mean that children enjoy a consistently high quality of care. There are systems in place to ensure the suitability of existing staff and clear recruitment procedures when new staff are required. Recently parents have completed a questionnaire to express their views about the quality of provision on offer, these will be carefully considered when staff evaluate the provision and make plans for the future.

All necessary documentation is in place and securely stored. However, the registration system is not a totally accurate record of attendance of children and staff. Thus, children's safety is not totally secured in the event of an accident.

Leadership and management is good. Staff have a good knowledge of the Foundation Stage curriculum and regard for the Birth to three matters framework when planning for the learning

and development needs of all children. All staff are appraised annually and the training needs of individuals and the nursery are identified and planned for. Staff are well qualified and all are committed to ongoing professional development.

Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the playgroup was asked to address the following issues: ensure that all staff are aware of local area child protection procedures; improve supervision of children's use of the large indoor physical play equipment; increase opportunities and resources for children to become aware of differences and promote positive images of disability; increase opportunities for children to plan and build their own three dimensional projects. An action plan was drawn up and the issues satisfactorily addressed. Thus, children are now well protected because staff have a good current knowledge of local child protection procedures and staff continue to attend regular training. There are good procedures in place to ensure children's safety on large indoor equipment, children's physical development is well promoted. Staff have developed resources and knowledge to offer children positive images of different people and activities present appropriate and meaningful opportunities for children to learn about and value differences. Children have free access to a range of materials and tools to design and build their own three dimensional models.

At the last education inspection recommendations were made to provide opportunities for children to write with purpose in meaningful situations and to support children to develop and extend their own ideas. Children make their own books, begin to label their own work and practice mark making in role play. Their ideas are accepted and developed by staff who take time to listen and talk with children.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that have required Ofsted or the provider 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):

- consider how best to manage large group activities to provide appropriate support for all children
- ensure the registration system accurately records the actual times of attendance of staff and children

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 the system to record children's progress and use these effectively to inform planning of next steps in children's learning
- provide clear and regular information for parents about how their children learn and the Foundation Stage curriculum

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