

Get Set Playgroup

Inspection report for early years provision

Unique Reference Number	EY344077
Inspection date	17 May 2007
Inspector	Rachael Williams
Setting Address	Hillside Infant School, Church Road, Worle, WESTON-SUPER-MARE, Avon, BS22 9EJ
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Registered person	Julie McCallum and Julie Ross
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 outstanding.

WHAT SORT OF SETTING IS IT?

Get Set Play group was first registered in 2001 and re-registered under the current ownership in 2006 due to a move of premises. The play group operates from sole premises located in the grounds of Hillside First School, Worle, North Somerset. The group also have access to the school's hall and playground for physical and outdoor play. The group is within easy walking distance of the church and local amenities.

A maximum of 20 children may attend the play group at any one time. At present, the group have 32 children on roll; 31 of which are in receipt of early years funding. The playgroup supports children who have learning difficulties and/or disabilities. It is open Monday to Friday from 09.15 to 11.45 and Tuesday to Thursday 12.15 to 14.45 term time only. The play group employs five members of staff; of these, three hold an appropriate early years qualification. The group receives support from the local authority and is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are developing good awareness of the importance of effective health and hygiene procedures through daily routines. For example, they independently wash their hands after using the toilet and before snack time using liquid soap and warm water and drying their hands on disposable towels. Thus children are protected from the spread of infection. They are aware of their own personal needs accessing the toilets and basins independently.

There are effective systems in place to ensure medication is administered appropriately through relevant parental consent being obtained, the recording of administered medication and specific training being received to ensure children's well-being. Appropriate arrangements have been adopted to ensure at least one member of staff with a paediatric first aid qualification is on the premises at all times. There is a fully stocked and maintained first aid box to support children's needs if an accident should occur. A comprehensive accident record is maintained and shared with parents. Staff are proactive in discussing accidents and prompt action is taken to safeguard the children in their care.

Children are introduced to a healthy lifestyle. For example, they enjoy a variety of fruit after their crackers. Water is readily available throughout the session for children to access independently. Children benefit from playing in the fresh air every day. There is a good range of equipment to challenge children to develop new skills, such as developing balancing skills on the wooden beam and bridge and aiming, hopping and jumping when playing hopscotch. Children develop a good awareness of the effects exercise has on their bodies, for instance when children say they are hot staff question them appropriately as to why this may have happened and what other effects they can feel, such as their heart rate.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a warm and welcoming environment where security is paramount, for instance an accurate visitors record monitors access to the provision. It is organised well to meet children's needs and to enable them to move safely and independently. Children's work is attractively displayed at children's eye level to develop a vibrant and colourful play-space. There is an abundant range of high-quality safe and developmentally appropriate toys, resources and equipment. These are effectively stored to encourage children's independence as they are easily accessible in low-level storage units.

Children's safety and physical well-being are maintained due to effective risk assessments and regular monitoring of health and safety requirements. Staff are vigilant at identifying potential risks and encourage children to be fully involved in maintaining their own safety. For example, the children have created a list to help them stay safe when visiting the outside area, for instance to hold on to the rail as they go up and down the steps.

Staff have good knowledge of child protection issues to ensure children's well-being is safeguarded. All staff have good knowledge of the possible signs of child abuse or neglect, such as bruising and emotional changes. There is good understanding of the importance of recording information, for instance existing injuries are recorded, which ensures children's ongoing safety. Appropriate literature and contact details are readily available, however the

child protection statement has not been updated in line with the Local Safeguarding Children's Board procedure.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are very settled, happy and confident within the play group. The play space is organised effectively to provide children with a stimulating range and balance of activities which help them make progress in all areas of their development. The children are involved and motivated to learn through effective planning and close relationships with the staff. An abundant range of toys and resources are stimulating, provide sufficient challenge and meet the children's individual needs.

Staff have excellent knowledge of how children develop and are passionate in developing children's thoughts and interests through effective planning for next steps in learning and the positive use of the Foundation Stage curriculum guidance. Children achieve well as they are provided with excellent support and interaction from the staff which encourages them to make decisions, to problem solve, to explore and investigate the broad range of activities. Regular observations are used effectively to influence future planning for children's play and learning.

Nursery education.

The quality of teaching and learning is outstanding. Children progress exceptionally well towards the early learning goals in all areas, according to the capability and starting points. They are given excellent support in their self chosen activities as staff have excellent understanding of the Foundation Stage curriculum and implement it exceptionally well through a range of teaching methods, such as direct involvement and modelling techniques. Assessment profiles clearly identify children's next steps in learning as there is comprehensive evidence to identify children's progress along the stepping stones, such as photographs, observations and examples of work.

A dynamic learning environment has been established which encourages children to explore and investigate. For example, children are motivated to explore the nature table where they can access a range of resources to use in other areas of their play. The excellent organisation of the learning environment, coupled with the flexible planning of a broad range of stimulating activities, ensures that children's ideas and interests are promoted effectively. The well-planned session ensures that children have a good balance of experiences where they can work independently, in small groups and have opportunities to share their experiences in a large group. For example, children are engrossed and keen to share their experiences on how their senses work and communicate their ideas exceptionally well using a broad range of descriptive vocabulary.

Excellent relationships have been established and children are incredibly mindful of each other. For example, an older and more able child supports his friend as he helps him to colour his cat and offer suggestions on how he could improve his creation, for instance to cut the eyes out to make a mask. Children cheer, even when in the adjacent toilets, when the 'star of the morning' is chosen. Children persist with activities and show high levels of involvement. For example, a child perseveres with using scissors to cut out his mask, experimenting with different ones until he successfully cuts his picture out. He confidently asks a member of staff to support him to add string so that he can make it into a mask. He communicates his ideas clearly and reflects positively on the process as he shares the experience with a member of staff.

Staff are actively involved at all times showing interest in what the children do and say, responding appropriately to their questions and needs. Staff are perceptive and ensure all children are actively engaged in activities, effectively challenging them through appropriate questioning and reflection of the activities they are engaged in. Children have exceptionally good self-esteem through the consistent interaction and support given by staff. Children's behaviour is exceptional. They adapt their behaviour well as they are clear on routines and expectations.

Children are motivated to learn. They select resources and activities independently. For example, children respond spontaneously to the music they put on the CD player. They follow actions and dance imaginatively to familiar songs. They sing along enthusiastically to favourite songs and add instruments to accompany the music. Children are able to develop imaginatively in their creative play. They confidently mark make and are able to add materials to their creations independently through the effective storage of resources in low-level units.

Helping children make a positive contribution

The provision is outstanding.

Children are confident and settled within the playgroup as close and caring relationships have been established. Staff have excellent knowledge of the children's individual needs. Children are supported very well and are valued and respected as individuals, for instance through the effective displaying of children's achievements and through the acknowledgement of children's differences, both visually and culturally. Excellent support is offered to ensure children with learning difficulties and/or disabilities are fully included in the setting. There is excellent liaison with outside agencies and parents to provide consistent care. Staff have very good knowledge of special educational needs and confidently identify and assess the children to ensure their progression is monitored through the effective establishment of individual educational plans. Spiritual, moral, social and cultural development is fostered.

Children behave exceptionally well through clear and well defined expectations and routines. Staff have excellent knowledge of how to manage behaviour and adapt strategies to meet individual requirements. For example, positive approaches, such as through the use of a wand, ensures that all children are included in whole group activities. Children are given good incentives to be kind and to be well-behaved. For example, children are consistently praised and are gleeful when they are rewarded with stickers and certificates.

Strong relationships with their parents contribute significantly to children's well-being within the play group. Parents and children benefit from the extremely warm welcome they receive and effective communication ensures the children's individual needs are identified and met. Parents receive a wealth of information via the prospectus, whiteboard and daily discussions with the child's key worker.

Partnership with parents is outstanding. Parents are well informed about the Foundation Stage curriculum and their children's progression towards the early learning goals through parent open days. Parents are actively encouraged to be involved and contribute to the profile document through the use of a questionnaire and WOW comments which support children's achievements at home.

Organisation

The organisation is good.

Children are cared for by a team of enthusiastic, experienced and well qualified staff who are skilled at meeting children's individual needs. Robust suitability and induction procedures ensure that children are cared for by adults who are suitable and have been appropriately screened. There is a clear action plan to ensure continuous development for all staff, for instance through the establishment of annual appraisals for professional development.

Children are cared for in a very well-organised setting which is exceptionally well resourced. Children are encouraged to be independent, safe and healthy learners. The informative operational plan ensures a stable environment is created. Children are closely supervised and high ratios are maintained. The effective registration system ensures accurate times of attendance are recorded for both children and staff to maintain children's well-being.

On the whole, well written policies and procedures are used effectively to ensure children's ongoing safety and well-being. All regulatory documentation has been established which underpins the play group's good understanding of requirements to provide a healthy and safe environment for the children. Documents are easily accessible, securely stored and confidentiality is maintained effectively. The setting meets the needs of the range of children for whom they provide.

Leadership and management is outstanding. The owners form a strong management team and are supported by highly committed staff who work well together to ensure that children and families thrive in the area. Staff have high aspirations and are focused on helping children to make good progress. The setting is well-organised and runs smoothly as there is clear direction, for instance through regular staff meetings and monitoring. The provision of nursery education is effectively evaluated. The self-evaluation of the setting is effective in identifying strengths and weaknesses where prompt action is taken to provide an effective learning environment.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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 complaint 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):

- develop further child protection arrangements in accordance with the Local Safeguarding Children Boards procedures

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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