

**Beeding and Bramber Pre-School Playgroup**  
Inspection report for early years provision

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<b>Unique Reference Number</b>	113374
<b>Inspection date</b>	19 June 2007
<b>Inspector</b>	Teresa Colburn
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<b>Registered person</b>	Beeding & Bramber Pre-School Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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?

Beeding and Bramber Pre-school Playgroup is a committee-run group. It has been running for over forty years and is held in a village hall in Upper Beeding. The setting has use of a large room, kitchen, toilet facilities and an enclosed outside play area. A maximum of 36 children may attend at any one time. The setting opens 09:15 to 13:00 on Tuesdays, Thursdays and Fridays and from 09:15 to 15:30 on Mondays and Wednesdays term time only.

There are currently 60 children aged from two to under five years on roll. Of these, 41 children receive funding for nursery education. Children come from the local rural surrounding area. The setting is able to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

The setting employs seven members of staff. Of these, three staff, including the two managers, hold appropriate early years qualifications. Three staff members are currently working towards a qualification. In addition all staff have many years experience in early years care.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children learn about the importance of personal hygiene routines and are protected against the spread of infection. They routinely wash their hands before eating and after visiting the bathroom. Children who are infectious do not attend which helps prevent the spread of contagious diseases. Most staff hold a current first aid certificate. This means they can give appropriate care if there is an accident. Parents give prior written consent to administer medication that ensures children receive the correct dosage according to their needs. Children's minor accidents are dealt with and documented effectively.

Children benefit from healthy snacks and independently help themselves during 'free flow' snack sessions. Children freely recognise the need to wash their hands prior to sitting at the snack table. Most children enjoy helping themselves to various healthy snacks and either help themselves to water from the easily accessible water dispenser or place a straw in their milk carton. Staff ensure snacks provided are healthy and varied, ensuring they cater for dietary needs and allergies. For example snacks include crackers, bread sticks, raisins, apple, cheese, oranges and vegetable crudities. Children enthusiastically attempt to spread butter, jam and marmite over their bread. They readily attempt to cut cheese and carrots for each other, staff are on hand to give any necessary assistance or guidance. Children enjoy staying for lunch, staff are vigilant to ensure children do not share food with each other, as they are fully aware of the children's dietary requirements. However, at meal times children are not provided with suitable plates to eat from. Children enjoy the social interaction of sitting in small groups and chatting between themselves and staff during the informal snack and lunch time.

Children play outside and extend their physical skills, on a daily basis. The outdoor play area is well designed to ensure children have access to running, riding bicycles, bats and balls, sand play, tunnels to crawl through and a small trampoline. Children become totally engrossed playing and feeling the various shapes and coloured chunks of ice, which have been prepared by staff in advance. They excitedly touch the ice commenting on how cold it makes their hands and when they realise the food colouring has dyed their hands, begin making hand and foot print patterns on a large piece of paper for others to view. Children's fine motor skills are developing well, as they confidently select and use small equipment such as pens, pencils, hole punchers, staplers, paint pipettes and paintbrushes. Children greatly enjoy playing in the outdoor sand area, they enthusiastically pour sand from one container into another and build sand castles.

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

The provision is good.

Children benefit from playing in a well-organised environment which allows them to move around and play safely. Children have access to a wide range of toys and resources appropriate to their age and stage of development, as the staff set up a motivating and appealing indoor and outdoor space prior to children's arrival. The furniture is organised to ensure children have areas for different experiences. For example, a sensory and malleable area, science and investigation area, technology area, book area, construction area, graphic area, make and do area and role play area, this helps ensure all children's developmental needs are fully met.

A visual risk assessment of the premises and outdoor play area is completed every day by staff and any dangerous hazard is made safe before children attend. Prior to local outings, staff

clearly explain the need to hold hands with adults, stay together, listen to each other and remind children about road safety. All children enjoy walking to the local school to watch their sports day. They eagerly clap and cheer the children taking part. The fire evacuation procedure is clearly displayed and staff have a good understanding of what to do in an emergency to protect children. Security of the premises is very good, ensuring children are unable to leave unattended and all visitors must ring the bell to gain entry. The outdoor play area is fully enclosed and safe for children to enjoy fresh air on a daily basis. Staff deployment is very good and guarantees children are well supervised and safe at all times.

Children's welfare is promoted with regard to child protection. Staff have a good awareness of the signs and symptoms of abuse and understand the procedures to follow if they are concerned. Staff have attended child protection training. There are good systems in place to ensure children only leave with known adults.

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

The provision is outstanding.

Children thoroughly enjoy their time at the setting, having fun as they learn through play. Children are offered an extremely wide range of interesting activities and resources to meet their individual needs and provide them with lots of fun and enjoyment. For example, children greatly enjoy opening a parcel, they excitedly tear open the package and thoroughly enjoy jumping up and down on the excess packing. They continually laugh and chatter to each other and staff during the excitement. Children request staff play 'blowing wolf and pig game', staff instantly recognise the children mean for them to narrate the Three Little Pigs story. Children eagerly sit on the carpet and begin using the visual board to tell the story, they skilfully retell the story remembering to include various voices and noises for different animals. They remain thoroughly engrossed in the story for a long period of time. Excellent interaction between staff and children enables them to become self assured and develop high levels of independence. Staff have an excellent knowledge of children's individual needs and offer high levels of care to promote children's welfare. Staff value children's contribution and creations, allowing children to display their own art work on free display units, developing children's self-esteem.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage. They plan and provide a stimulating environment to enable children to make good progress towards the early learning goals. Children flourish as the balance between adult and child-led activities allows them to learn at their own pace. Staff observe children during free and focused activities using their notes to assess children's achievements. Staff have recently implemented individual planning for each child. However, the individual plans are not yet fully implemented to plan for the children's next stage of learning. The setting operates an effective key worker system, staff know their key children well. Staff are skilled at deploying themselves to offer children support and space to initiate their own play independently. Clear procedures are in place to help meet the needs of children with learning difficulties and/or disabilities.

Children's confidence is developing as they leave their carers and settle into activities and routines, with support and reassurance from staff when required. Children are generally well behaved. They show care and concern for others in the setting and are learning what is right from wrong. Children greatly enjoy free access to the outdoor play area and independently make choices in their play.

Children develop a healthy interest in books, they enjoy sharing stories with adults and peers. They are confident speakers, and understand they can use writing for a variety of purposes and are beginning to write for themselves. Children have good counting skills and learn to count up to 10 and beyond. For example, children expertly use a tape measure to measure the bench, fence and other outdoor items. They happily practise counting when pointing to the marks on the tape measure. Children are introduced to shape and space through a range of adult-led and self-initiated activities.

Children enjoy using their senses to explore sand, baked beans, paint, ice and digging. Using a range of tools and equipment they pour, mould and experiment. Children enjoy digging in their designated garden patch, they instinctively add water to make the soil soft and greatly enjoy making patterns and moving the wet soil around. Children confidently use modern day technology well on a regular basis. They show developing good mouse control as they complete simple tasks alone or with staff. Children learn how plants grow and have opportunities to grow and care for seeds which they plant, gaining an understanding of how to look after them. For example, they have recently planted radishes, snapdragons, sunflowers and carrots.

Children can access the creative area at any time and activities here are changed regularly to ensure continued stimulation and enjoyment. They enjoy using various sized paintbrushes, pipettes and mixing paint colours whilst freely painting. Children move around with confidence and coordination, showing an awareness of others both inside and outside. They use a good range of large and small equipment and tools to develop muscle skills. This includes activities such as art and craft, cooking, computer, puzzles and messy play. Children have free access to the outdoor area, which is designed and set up to extend children's learning and development.

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

The provision is good.

Children are developing an awareness of their own and other cultures through a range of planned activities and as they celebrate a variety of festivals. For example, Christmas, Chinese New Year, Australia day and Diwali. There is a good range of toys and resources to promote children's understanding of diversity. For example, puzzles, dressing up clothes and bi-lingual books. Children's spiritual, moral, social and cultural development is fostered.

All children and families are made very welcome into the setting. Close attention is paid to children's individuality and information is gathered from parents initially so that staff are able to include children from the start. Children with learning difficulties and/or disabilities are well supported by the staff team. Staff work closely with parents and outside agencies, helping ensure the needs of the child are met.

Clear consistent boundaries and positive support from staff ensure children learn right from wrong, what is expected of them and why. Children are encouraged to share, take turns and consider the feelings of others around them. Children freely use an 'egg timer' to ensure popular resources are shared between each other, this helps reinforce good sharing. Staff are positive role models and reinforce good behaviour through praise and encouragement.

Partnership with parents and carers is good. All children are valued as individuals and their needs are effectively met using information gathered from parents. Parents' feedback is positive and parents said they were happy with their child's progress. For example, friendly staff, the range of activities freely available and information relayed by staff. This contributes considerably to children's well being whilst at the setting. Parents are informed about their children's progress

through daily discussions with the staff and regular parents' evenings. Regular newsletters keep parents informed about themes and activities within the setting which enables them to become involved in what their child is doing. Parents have free access to the informative policies and procedures file. This helps ensure children's care is shared between the setting and home, establishing a strong link between parents and staff within which children develop and feel secure.

## **Organisation**

The organisation is good.

Children feel at home and are at ease in the well-organised environment. Children benefit from being cared for by a dedicated staff team. All staff members have a good knowledge and understanding of children's developmental needs. All children receive good support from a staff team that enjoy their company and know them well, helping them feel secure and confident. Policies and procedures to guide the staff team are in place, and available to parents. These are used effectively to promote the welfare, care and learning of children. At present some documentation requires some minor amendments to ensure it is in line with the current legislation. Both managers are fully aware of the need to continually review all documentation to ensure it is in line with current legislation.

The leadership and management of nursery education is good. Both managers are aware of their own individual role and responsibility. There are clear effective procedure in place for the recruitment and vetting of staff to determine their suitability and keep children safe from harm. Suitable contingency plans are in place to cover for staff absences to ensure children always have appropriate supervision. There are formal and informal appraisals that identify training needs and staff are encouraged to extend their own training and development. Management encourages staff to participate in training to further extend their own knowledge and development. Staff understand their roles and responsibilities and work cohesively together. There are good systems in place to monitor and evaluate the service provided and there is a strong commitment to creating a rich learning environment for children. Overall the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Following the last care inspection the setting now ensures all visitors and fire drills are fully documented.

Since the previous nursery education inspection the setting has implemented new planning, a workshop area and provide children with informal use of phonics, this ensures children are introduced to letter formations according to their own stage of development. They have introduced a pictorial 'rules' book and the setting's positive rules are displayed at child height. Therefore, this helps children progress in their learning and development.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that require 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):

- ensure children have suitable resources from which to eat their food
- continue to review all documentation to ensure it is in line with the National Standards

#### **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 review the newly implemented planning to ensure all children's developmental needs are fully met

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)