



## Swindon Village Early Years

Inspection report for early years provision

<b>Unique Reference Number</b>	101691
<b>Inspection date</b>	20 June 2005
<b>Inspector</b>	Ruth Tharme
<b>Setting Address</b>	Church Road, Swindon Village, Cheltenham, Gloucestershire, GL51 9RE
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<b>Registered person</b>	Swindon Village Early Years, C/o Debra Styman
<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?

Swindon Village Early Years, is a privately run playgroup sited in the village hall in Swindon Village, which is on the outskirts of Cheltenham. The playgroup serves the local community and the majority of children transfer to Swindon Village Primary School.

The playgroup is registered for 28 children aged 2 years to 5 years and accepts children from 2 years 9 months. There are currently 33 funded children attending.

Sessions run from 09.00 to 11.30 in the mornings, Monday to Friday and from 12.30 to 15.00 on a Monday afternoon. Monday, Tuesday and Thursday morning sessions are for pre-school children only. The playgroup supports children with special educational needs. There are currently no children attending who speak English as an additional language.

There are 7 staff members who work directly with the children. They all hold relevant qualifications. The playgroup has links with the local infant school and use the school playground for some outdoor play. Outings are organised to take the children around the village and to the local park, church and farm.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Effective hygiene procedures such as hand washing before eating and a regular cleaning programme minimise the risk of infection. First aid equipment and a qualified first aider are present at all sessions so minor injuries are treated swiftly. There has been a delay in informing the regulator when a child was taken to hospital following an accident. There is an exclusion policy in place for infectious children and clear procedures for dealing with children who fall ill which ensures that they are treated appropriately.

There is a strong emphasis on healthy eating. Children prepare and eat fresh fruit such as pineapple, mango and papaya. Drinking water is available at all times so children are able to help themselves.

There is regular outdoor time including walks or visits to the school playground so children have regular fresh air and exercise. Children learn about health and bodily awareness through regular discussion, for example, circle time based on the theme of sun safety.

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

The provision is good.

The use of space is well planned so children can move around safely and with ease. The outdoor space is readily accessible. Equipment is well maintained and a risk assessment programme helps to maintain safety standards. Furniture is child sized so it can be used independently.

Security standards are high so children cannot leave the premises unsupervised. A member of staff ensures that children are only collected by those authorised to do so. There are regular fire drills and children are aware of evacuation procedures. Activities are generally well supervised so children are supported to use equipment safely.

Staff are aware of the signs and indicators of abuse and know what to do should they

have any concerns. Children are appropriately protected.

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

The provision is good.

Children are happy, relaxed and settled. They share a warm and caring relationship with adults. There is an effective key worker system in place so children are well supported. Children take part in a wide range of well-planned activities that promote their all-round development. The regular routine allows children to predict what will happen next and promotes children's feelings of security.

#### **Nursery Education**

The quality of teaching and learning is good. Staff have a clear understanding of the Foundation Stage curriculum. Plans link to the areas of learning and effectively promote children's progress. The programme of observation and assessment forms a clear basis for planning and key targets are clearly identified for individual children. Staff give careful attention to adapting activities to meet individual needs.

Children leave their parents confidently and settle with ease. They are greeted warmly by staff who are friendly and welcoming. Children select activities for themselves and take responsibility for their own personal care as they are encouraged to develop their independence. They are forming firm friendships as they seek out others to share their experiences. They speak confidently to the group at circle time and listen carefully to each other.

Children are broadening their vocabulary as staff introduce new words such as 'parasol' when talking about the weather. Simple word games encourage children to link sounds with letters. The book corner is attractively presented and comfortable. Children select books for themselves to read alone or share with others. More able children can form letters correctly when writing their own names.

Walks around the village and skilful questioning by staff encourage children to explore and investigate their surroundings. Strong links with the local community involve children in remembrance day, the village fete and supporting the village football team.

Children confidently count to ten and beyond as they regularly count the number of children present. They use mathematical language in play, describing a stamp as 'rectangular'. Children explore a wide range of media as they play with sand, water, dough and recycled materials. They use small world toys and the home corner to develop their imagination. Organised music sessions encourage children to sing and use instruments correctly.

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

The provision is good.

Children take part in the celebration of various festivals throughout the year and learn

about the culture and beliefs of others. They make use of a wide range of equipment that promotes equality of opportunity. Activities and resources are available to all so children are able to make choices for themselves.

Staff are well trained and knowledgeable about special needs issues. They work closely with parents and other professionals to ensure that children are effectively supported.

Children behave well. They respond positively to the calm and positive approach. Appropriate praise, a simple reward system and a clear example from staff encourage good manners and behaviour.

Children benefit from a good partnership with parents. They are well informed about the curriculum. Clearly written information is provided in the parent handbook. There are regular meetings with staff to share information on children's progress. Parents are involved in their own child's learning. Staff suggest activities for children to do at home and encourage parents to join in with group music sessions.

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

## **Organisation**

The organisation is good.

Staff are appropriately qualified and experienced. There is a staff development programme and an appraisal scheme in place to identify individual needs and strengths. There are clear procedures to ensure that all adults looking after children are suitable to do so. Adults who have not received clearance are supervised at all times. Well maintained registers show that appropriate ratios are adhered to. There are clear contingency plans in place for dealing with staff absence.

The organisation of activities and resources is generally well planned and supports children's development effectively. Occasionally the organisation of circle time at the start of the session fails to capture some children's interest.

Documentation is maintained to a high standard and is routinely shared with parents. Records are appropriately stored so confidentiality is maintained.

The leadership and management of the nursery education is good. Staff are clear about their role and responsibilities. There is a clear emphasis on team work. All staff contribute to the planning and assessments. They take time to review their own practice and are committed to ongoing improvement. They have developed close links with the local school and work in partnership with the reception class teacher. Additional advice and support is given by a Foundation Stage Consultant and a mentor teacher.

The needs of the range of children attending are met.

## **Improvements since the last inspection**

Significant progress has been made on all issues raised at the last nursery education inspection. The group was asked to increase opportunities for children to hear, recognise and link initial sounds with letters. Staff introduce letter sounds into a variety of activities throughout the session so that children have ample opportunity to develop their skills. They regularly sound out their names, and enjoy word games such as 'I spy'.

The second key issue was to provide opportunities for children to build using recycled materials and a variety of tools and equipment. Recycled materials are regularly available and children use scissors, sticky tape, glue, elastic bands and staples to construct.

Finally the group was asked to develop a shared commitment with parents to have regular feedback about their child's progress. Staff now meet with parents on an individual basis each term. They discuss children's progress and share information. Staff are available at each session to speak with parents if required.

At the last care inspection the group was required to ensure that children are able to use the toilets easily and independently. A step has now been provided so all children can use the adult sized toilet without assistance.

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

There are no complaints to report.

## **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 that procedures for informing Ofsted are implemented should a serious accident occur.

#### **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):

- review the organisation of circle time at the start of the session to meet children's needs more effectively.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)