

Raysfield Pre-school Playgroup

Inspection report for early years provision

Unique Reference Number	136065
Inspection date	04 October 2007
Inspector	Susan Esther Harvey

Setting Address	Dodington Parish Hall, Finch Road, Chipping Sodbury, Chipping Sodbury, South Glos, BS37 6JE
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Registered person	Raysfield Playgroup
Type of inspection	Integrated
Type of care	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.

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?

Raysfield Pre-school opened in 1997 and operates from Dodington Parish Hall, South Gloucestershire. A maximum of 24 children may attend at any one time. The pre-school is open four days a week (not Tuesday) from 09.00 to 11.45 and 12.45 to 15.30 term time only. Children have access to a secure outside area.

There are currently 45 children aged from two to five years on roll. Of these, 37 children receive funding for early education. Children come from the local area. The pre-school supports children with learning difficulties and can support children who speak English as an additional language.

The pre-school employs six members of staff. Of these, three hold appropriate early years qualifications and two are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from daily opportunities to have fresh air and exercise. They are able to increase their large muscles as they run around, and cycle in a lovely purpose built outside play area. Children extend their spatial awareness as they climb through a plastic tunnel and manoeuvre around obstacles on wheeled toys, such as a tractor. Children have opportunities to take part in a variety of physical exercises. This includes changing into shorts and tee-shirts and exercising on beams around an obstacle course in preparation for school.

Staff are helping children to learn appropriate hand washing routines through constant reminders and close supervision. Children use anti-bacterial wipes to clean their hands before and after snack time. However, suitable hand washing facilities in the setting do not help children's independence regarding their personal hygiene, as they are unable to wash their hands under running water without help from the staff. Staff make sure that tables used by the children for snack and lunch time are thoroughly cleaned with anti-bacterial spray.

All staff are first aid trained and documents relating to accidents and administration of medication are maintained to a high standard. A detailed list of notifiable infectious diseases is displayed for easy reference, and a sick children's policy informs parents of the need to tell the setting about their child's illness or medical condition. As a result, staff members are acting in the children's best interest and protecting them from infection.

Children are introduced to a good selection of fruit and vegetables for snack time. They take part in activities which assist in furthering their understanding of healthy eating. Snack and lunch time are social occasions when staff sit with the children and spend time talking about the activities children enjoy, and events in their lives which are important to them.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are cared for in surroundings where staff work hard to transform the large hall into a welcoming and stimulating environment. Children can self-select from low-level shelving units and trolleys. Toys and resources are arranged on tables and in various areas within the room where children can relax or play without being disturbed. Children's photographs are displayed on self-supporting screens in the hall highlighting the busy and interesting time they have in the pre-school, and their art work is displayed in the hall where possible. As a result, children's efforts and achievements are valued and celebrated. There is a good range of toys, books and resources catering for children's needs and abilities.

Children gain from being in a safe and secure environment as staff take positive steps to promote safety in the building, and in the outdoor play area. For example, a thorough risk assessment has been produced covering the outdoor play area. This includes use of a two-way radio to contact other staff in the hall, and helping children to walk safely to the play area. There is a well documented visitors book, times of children's and staff's arrival and departure are recorded appropriately, and a secure access prevents unexpected visitors entering the building. Children take part in regular emergency evacuation drills, which are appropriately recorded. Children enthusiastically tidy away toys to music and know which drawer unit the toys fit into. They are able to identify the correct toys for the right draw from the picture and wording displayed on

the front. As a result, children are learning in many ways to keep themselves safe in the setting, and while playing outside.

Children's well-being is safeguarded through staff members' clear understanding of child protection issues. Staff are fully aware of their personal responsibility to protect children from harm. Parents are provided with written information about the procedure to be taken for reporting any concerns to the appropriate authority. There are efficient procedures in place for the recording and reporting of any incidents. Therefore, children's well-being is enhanced and their safety is of paramount importance to staff members.

Helping children achieve well and enjoy what they do

The provision is good.

Children are familiar with their surroundings, they are settled in the setting and develop good levels of confidence and self-esteem. They are well supported and have stable relationships with staff members and each other. Children are provided with a good range and balance of activities, which helps them progress in many areas of development according to their individual needs. Good links are established between staff and children, which ensures that they are confident and happy with high levels of independence. Most of the children settle immediately into the group and are well known to staff. Those children who do not find it easy to settle into the pre-school are given full attention from staff members who offer many distractions to help them join in with the other children easily. Children are nice towards each other and show many acts of kindness. Such as helping to close a lunch box, or picking up a vital threading bead which had rolled onto the floor.

Children take responsibility as monitors for various tasks each day. They ably lead the children into the story room, or collect the names from each child before snack. They are competent in choosing which colour cushion to sit on at register time. Children confidently sing the pre-school welcome song and are beginning to settle quickly in order to discuss the type of weather conditions outside. Children are given quality time in the pre-school where staff are interested in what they have to say.

Nursery Education.

The quality of teaching and learning is good.

Staff enable children to learn through play, planning is clear and stimulating activities are provided for children to enjoy. For example, the use of clay as an alternative to play dough, the use of a lap top computer with interesting programmes to assist with children's concentration, hand and eye coordination. Children enjoy exploring the contents of 'discovery drawers' which include such things as wrist watches, magnifying glass and magnets. Staff have a clear understanding of the Foundation Stage curriculum and the stepping stones, as a result, children are progressing at appropriate levels. Children's achievements are recorded by staff using the local authority assessment recording method and are supported by a wide range of photographs. However, there are limited details of observations in order to provide a clear picture to staff of children's next stage of learning. Staff often use children's interests to encourage learning. They have realistic expectations of children to learn through play and offer many activities to help with their understanding in line with the stepping stones.

Children are confident and show enthusiasm for the activities provided. They take responsibility for their choice of activity not only from what is on offer, but from personal choice. For example,

children can select what to play with from boxes and drawers set out around the room. As a result, children's self-esteem and independence is developed. Children concentrate for some period of time painting pictures and exploring the use of colour on paper. They mould clay into animal shapes following the theme of 'woodland animals'. Children are able to freely express themselves during this time either making hedgehogs or flies. Children recognise their full name printed on laminated cards. For example, children identify their place at snack time, and know which is their own coat peg. Children have access to writing materials at all times and enjoy making lists, writing letters, and drawing pictures. Children are beginning to develop their understanding of numbers and link larger numbers with the number of children present. There are many opportunities where children are encouraged by staff to count up to 10. For example, while sequencing and colour coding small cars. Staff make the learning numbers fun as they pretend to make a mistake which children quickly correct.

Children learn about the world around them through topics and activities supported by laminated pictures of woodland creatures which make up the contents of a 'topic table'. Staff discuss the difference between a frog and a toad with the children while playing with a good selection of small world animal models. They watch the wonder of worms weaving in-and-out of soil set in a see-through plastic display container. Children are able to use simple equipment such as a computer mouse and a tape recorder. They imitate adult domestic scenes using a toy vacuum cleaner, and ironing board in the home corner. As a result, children are learning life-skills while still having fun. There are many opportunities for children to be creative. This includes a table permanently set out for children to build models from boxes and other articles regarded as junk.

Children are learning to sit comfortably for group activities such as singing and story time. Staff are enthusiastic story-tellers and make the story interesting to the children by using props which includes soft toys and puppets. Overall, children are being helped to learn through a range of activities which increases their knowledge following the Foundation Stage curriculum and the stepping stones.

Helping children make a positive contribution

The provision is good.

Children are confident and settled into the pre-school routine. A lot of effort is taken by staff to ensure that parents and children feel valued. There is a good relationship between parents and staff in order to ensure continuity of care for all children. For example, staff have a clear understanding of children's needs before they start at the pre-school from parental visits and written information. Children are learning about routine and expectation through staff members' positive approach in managing behaviour. They maintain consistent boundaries which help children feel secure. Children are encouraged to take responsibility for themselves such as wearing an apron before painting.

Staff have a good understanding and care for children with learning difficulties. They are aware of the need to work in close partnership with parents and carers, and other professionals who may be involved in the children's care. Children's spiritual, moral, social and cultural development is fostered in many ways including learning about the environment through using vegetables and fruit peelings to make compost and growing flowers. Children enjoy sharing news about their home life and show good levels of self-esteem.

Partnership with parents and carers is good.

Parents receive good quality information about their children's educational programme and are well informed through written explanation of the stepping stones and early years Foundation Stage curriculum. Parents are actively encouraged to become involved in their children's learning in many ways, one of the most important ways, is being part of a rota of parents who assist in activities such as art and craft. Parents help children learn about the wider world as they agree to take the pre-school soft toy monkey on outings or holidays and take photographs of the event to share with the other children in the group. As a result, parental involvement with their children's learning creates a close working relationship with staff members.

There is a well organised notice board for parents which includes typed laminated cards relating to the six areas of learning with examples of activities supporting the stepping stones. Various folders are readily accessible under a large notice stating 'Information'. This is in a prominent position for parents to read. The information is well documented and includes plans and previous activities as well as photograph albums to see. Parents share information about their child during the induction visit and in writing so that staff can use the information to identify the children's individual likes and needs. A regular news letter keeps parents informed about the topic and colour of the week. Parents comment that they are well informed about their child's progress and that staff take time to explain what the aim of the sessions are and children's learning goals. A complaints procedures is in place and the process the pre-school will take in the event of a complaint is made available to parents.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides care and education.

Children's care, welfare and learning is promoted through well organised written policies and procedures. There are appropriate recruitment, induction and appraisal procedures in place for staff. A robust system is in place which ensures that people working with the children are suitable to do so. The operational plan is detailed and used in a positive way to provide a stable environment for the children. The committee ensures that it is regularly reviewed where needed. Committee meeting minutes are circulated to parents, and plans of activities displayed each day, ensure parents are fully informed of their children's time spent in the pre-school. The space in the large hall is organised appropriately where staff frequently change the equipment around to give children room to play or rest.

Leadership and management is good.

Children's care and attention is supported by caring staff who are qualified and experienced. Staff have a good understanding of the Foundation Stage curriculum and apply this in many aspects of children's learning. They are committed to furthering their professional development by attending a minimum of four training courses a year. As a result, children benefit from the balanced range of training which includes child protection, first aid and children's individual learning patterns, known as schemas. The pre-school is well managed by the parent committee and staff. Both work well together as a team for the benefit of the children and are well aware of their roles in the setting. The committee meet regularly to discuss many aspects of the pre-school. They identified the need for a safe outside play area and through fund raising have created a garden for the children to use. Staff regularly report to the committee about planning ideas and topics. As a result, committee parents are kept fully informed of what children are learning and the progress they make. The setting has good links with the nearby local primary school where teachers often visit the pre-school to spend time with the children, especially

before they start school. Therefore, staff and committee are fully focused on providing a stable environment for the children in their care.

Improvements since the last inspection

At the last care inspection the provider was agreed to, continue to review and update the operational plan to reflect changes in staff responsibilities and practice, to ensure drinking water is readily available at all times, and to maintain an effective record of any complaints made and how these are resolved. The committee and staff have reviewed the operational plan and up-dated the information where necessary. A water dispenser has been provided for children to access when ever they wish, and a detailed procedure and process for parents in the event of a complaint has been provided and retained on a separate file. As a result, children's health and welfare have been improved.

At the last education inspection the provider agreed to improve the management of large group activities and the use of assessments information to plan the next steps in learning for all children. Staff have introduced various tactics to encourage children to listen to stories by using puppets and other props. Children's assessments are recorded for all children and used to identify the next stage of the children's learning. As a result, children's concentration has been increased, and their individual assessments have been improved.

Complaints since the last inspection

Since the last inspection 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):

- raise children's awareness of good hand washing routines by providing appropriate hand washing facilities

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):

- ensure records give a clear picture of children's progress with special regard to the use of observations

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