

Beckley Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	109387
Inspection date	25 September 2007
Inspector	Jackie Liffen
Setting Address	Beckley Village Centre, Main Street, Beckley, Rye, East Sussex, TN31 6RN
Telephone number	01797 260582
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Registered person	Beckley Pre-School 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Beckley Pre-School Playgroup opened in 1973 and operates from a hall and a large room in the Beckley Village Centre. A maximum of 30 children may attend the playgroup at any one time. The playgroup is open from 09:00 to 12:00 Monday to Friday, term times only. On Mondays, Wednesdays and Fridays, children can stay until 12:59 for the lunch club. Children play outside in a secure field which is accessed from the car park.

There are currently 46 children aged from two to under five years on roll. Of these, 17 children receive funding for early education. Children come from the local catchment area. The nursery currently supports some children with learning difficulties and/or disabilities.

The playgroup employs eight members of staff. Of these, four hold appropriate early years qualifications and three are working towards a qualification. The group receive support from an early years advisory teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a suitable environment where the hall is cleaned regularly and staff take every opportunity to promote hygiene by wiping surfaces with anti-bacterial cleanser. Staff use effective methods to help children to remember to wash their hands. For example, they put cardboard cut out hands onto the stage adjacent to the toilet which children pick up after they have washed, to take to the refreshment table. Children understand good hygiene practices. They use anti-bacterial soap and disposable towels so that they are protected from infection. Children's welfare is protected because the group have a suitable administration of medicines system where forms are comprehensively completed; parents bring in any medicines on a daily basis and these are clearly labelled and taken home at the end of the session. Staff take linen home to wash on a daily basis so that children are not affected by the spread of germs. Children tend to gravitate towards the book corner if they need a rest. They undertake purposeful activities which staff plan in order to develop their physical skills. For example, indoors children often exercise on balancing beams or wheeled toys, whilst outside they especially enjoy running round in the fresh air. Children are well nourished because staff are careful to monitor any special dietary needs and provide appropriate nutritious snacks such as fruit. They help themselves to drinking water at any time from a bottle which is left on a table near the kitchen. Staff study the healthy choices recommended for children from birth to three years and are using an especially developed pack to record younger children's needs.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a child-friendly environment where there is plenty of space for them to explore and investigate. They play in a comfortable temperature and do not generally enter the kitchen. However, sometimes children are taken through the kitchen to reach another room and at times boxes are left in their way which cause an obstruction. The bridge to the outside area has been vandalised and there are gaps in the fencing; the group have fully risk assessed this and high adult:child ratios ensure that the risk is minimised. Children are using age-appropriate, well-maintained toys and equipment which are attractively presented throughout the hall. They easily access a selection of activities which are grouped within areas created by the effective use of room dividers. Children are learning how to keep themselves safe as staff frequently remind them of the 'golden rules' which are developed by the staff and children together. Children's security is promoted because the supervisor checks each morning to ensure that no harmful objects are left on the floor; that the fire door is clear and that the hall door is kept locked. Written risk assessment are incorporated within the group's policies, however, this is insufficient and are not being used regularly enough to make certain that risks are minimised. Children are learning what to do in the event of a fire as they regularly practise drills. They are avoiding potentially dangerous situations on outings because they are monitored carefully by adults who take precautions to ensure that children are safe. Children's welfare is safeguarded by the staff who ensure that any unchecked visitors to the setting are closely supervised. Their welfare is protected by staff who have a good knowledge of child protection procedures and have relevant procedures in place.

Helping children achieve well and enjoy what they do

The provision is good.

Children soon find an interesting activity to play with when they first enter the setting, having put their names on the appropriate board. The hall layout is well designed and activities are generally presented in different ways so that children are stimulated by the change in presentation. Every day children become involved in a broad range of planned activities and spontaneous events to support their development. They enjoy doing things such as becoming customers at the opticians, playing imaginatively with the small world toys, manipulating the mouse on the computer, exploring and experimenting with sand and playdough in addition to taking part with table-top activities. Staff develop play plans so that children are interested and involved in the activities throughout the morning and often tactfully stream off younger children so that they use smaller, age-appropriate toys and equipment in another room.

Nursery Education

The quality of teaching and learning is good. The deputy supervisor spends a great deal of time revising long term, medium and short term curriculum plans so that children's learning is enhanced. Children are progressing according to their individual potential because careful notes are kept regarding their progression during each session and these are used to formulate future planning. Children are taught well because they are given plenty of opportunities to learn through play and tend to choose their own activities. Children respond with understanding to adults who are interested in what they do and say. For example, children respond enthusiastically when a leader reads a story to them and asks appropriate questions.

Children are becoming confident to make decisions, explore and investigate as they seek out activities which interest them. They relate to others and are learning to mix socially in a secure environment. Children quickly settle, and become at ease in the setting whilst developing a positive sense of themselves. Some children are becoming independent as they capably pour their own drinks and butter toast. However, staff sometimes miss opportunities to encourage the children to dress themselves independently. Children are also often directed about how to clear up and are not always using their initiative. Most children speak clearly and respond to adults who are interested in what they do and say. They listen and join in with enjoyment and attention to stories, songs, and rhymes and are learning to respect and appreciate books. Children are starting to explore a range of words and texts as they spontaneously visit the book corner to read or listen to a story. They are beginning to recognise their own names as they find their appropriate cards to put on the velcro board; choose their cut-out hand at snack time or try to write their names on pieces of work. Children are finding out about their environment and talking about different features as they discuss the weather, date and recent activities during the small group time at the beginning of each session. Sometimes they also visit a local rare breeds centre or undertake nature investigations in the field nearby. Children enjoy learning about technology when they use the computer; they also often spend time in a home corner playing with pretend telephones, calculators, and a cooker. Children are helped to learn about maths as they play with appropriate games. They are starting to recognise number, shape and size helped by the printed numbers hanging from the ceiling and sometimes they help staff count how many bricks are being used in the building corner. There is limited opportunity for children to spontaneously discover different mathematical concepts such as weighing and measuring and they are not often using their developing mathematical ideas and methods to solve practical problems. Children enjoy playing with playdough, cookery activities and making things out of junk which gives them opportunities to explore texture, shape and form. Children know the primary colours as they discuss differences in shade when painting; they also notice

the effect of different textures on paper. Children undertake music and movement exercises when they recognise repeated patterns whilst matching the movements to the sound; they also spontaneously start singing simple songs from memory when involved in their play. Children move with control and co-ordination as they travel around, under, over and through age appropriate balancing and climbing equipment. They also exercise indoors on bikes and use other resources such as a parachute. Children have opportunities to move confidently and safely outside in the adjacent field where they exercise and enjoy playing a variety of games and use some of the apparatus on offer. Children use a range of small tools as they play at the sand tray. For example, they like to experiment by adding more sand and watching the effects on the cog wheels.

Helping children make a positive contribution

The provision is satisfactory.

Children are valued by the staff who make a great deal of effort to give each child equal respect and concern by keeping careful records and using this information appropriately. Children are improving their awareness of equal opportunities as they benefit from activities and resources such as play figures. They also celebrate religious festivals, which helps them to value diversity. Overall spiritual, moral, social and cultural development is fostered. Children have their specific needs met by staff who use separate assessment sheets and liaise closely with parents and professionals in order to provide well for them. Children are learning to respond to appropriate expectations for their behaviour because staff teach them to obey the 'golden rules' which are developed to benefit everyone. For example, children are expected to apologise after hurting another child, because this is one of the rules. Staff take every opportunity to praise children whenever possible in order to raise their self esteem. If children are disruptive then a staff member bends down to their level to talk with them and redirect their play. Children generally play well together and sometimes help each other decide how to achieve a desired outcome. For example, two boys play putting a jigsaw together decide between them which piece to put where. Partnership with parents and carers is satisfactory. The group make an effort to improve children's continuity of care by informing parents about the daily plans. Some children are missing out because their parents are unaware of their stage of development and progress is impeded because their learning is not consolidated at home. Parents do not know how to make a complaint as the contact details are not-to-date.

Organisation

The organisation is satisfactory.

The leadership and management of the nursery education is satisfactory. Children's security and development is improving because staff seek advice and take courses in order to extend their knowledge and ability. For example, the deputy takes child protection training and cascades the information to the rest of the group. Children's welfare is maintained because most members of staff hold up-to-date first aid certificates and those new to the setting are given specific information contained in the group's policies and procedures in order to help children as much as possible. However, some adults working within the setting do not hold clear checks and the administrator is working on this to ensure that children's care is not affected adversely. Children's well-being is maintained because the group give high regard to the confidentiality of the records. Most policies and procedures are well written and work in practice initially to promote children's health, safety, enjoyment and achievement, however, they are not made clear to parents on a regular basis. Record keeping systems are generally used well to meet children's needs.

The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the group were asked to ensure that children have an appropriate range of resources to promote equality of opportunity and anti-discriminatory practice. They have now obtained a variety of resources including play people with different skin tones, books, duplo and lego. They were also asked to improve children's access to the toilets and now children often take themselves to a single toilet, adjacent to the stage, which is clearly labelled. The group have also drawn up a procedure to be followed in the event of an allegation of abuse being made against a member of staff, as requested at the last inspection.

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.

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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):

- improve the use of a written risk assessment so that daily checks are made
- update the written statement that provides details of the procedure to be followed if parents have a complaint
- ensure that new staff have suitable checks taken up.

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):

- provide opportunities for children to spontaneously investigate mathematical concepts and promote their independence more by encouraging them to dress themselves
- consider how to improve regular communication with parents in order to keep them informed of the on-going procedures of the group and also how their children are progressing.

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