

# Dundry Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	115251
<b>Inspection date</b>	09 October 2007
<b>Inspector</b>	Carol Cox
<b>Setting Address</b>	The Village Hall, Crabtree Lane, Dundry, North Somerset, BS41 8LW
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<b>E-mail</b>	
<b>Registered person</b>	The Trustees of Dundry Pre-School
<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 satisfactory. 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?

Dundry pre-school is run by a parents' committee. It opened in 1993 and operates from the Village Hall. It is situated in the rural village on the outskirts of Bristol. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:15 to 12:00 during school terms. All children share access to a large outdoor play area.

There are currently six children aged from three to under five years on roll. Of these, six children receive funding for early education. Children come from Dundry and the surrounding villages. The pre-school employs two members of staff. Of these, one holds an appropriate early years qualification and one is working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children learn good self-care skills through effective daily hygiene routines. Older children quickly learn to use the toilets on their own and can explain why they need to wash their hands. Staff offer gentle and sensitive support to younger children. Children's physical development is well promoted through regular opportunities to practise skills using a range of large and small tools and equipment. For example, children enjoy the freedom to pedal and scoot around the hall on large ride-on toys. They also benefit from fresh air when on walks in the local community and around the large field behind their playroom. Children become skilful at manipulating small tools and equipment in both adult led activities and freely chosen junk modelling.

There is a clear procedure in place to gain and record information and guidance about any specific health needs of children. Staff have a good knowledge of how to record the administration of any medication to children, however, as the session is short medication is rarely administered. Staff have current paediatric first aid certificates so may appropriately attend to any minor injuries. All accidents are carefully recorded and parents sign and date to acknowledge the details.

Children benefit from healthy snacks and drinks. They enjoy contributing to the fruit bowl and happily try new foods linked to topic work. For example, children tasted different breads from around the world. All particular dietary needs and allergies are carefully detailed on registration forms to ensure children's safety.

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

The provision is satisfactory.

Children are kept secure and safe from harm. Staff make careful daily checks of the premises and all visitors are recorded and identified, children are never left with people who have not yet been police checked. The actual times of children's attendance are recorded and verified by parental signatures. There are clear policies and procedures in place to ensure children's safety, these are currently being reviewed to comply with guidance and amendments to the National Standards. For example, the non-collected child policy is being updated with current contact numbers. Staff practise regular fire drills with children and record all relevant details in the fire log.

The premises are well maintained and resources are made easily available to children. Therefore, children are free to make choices about their own activities. Resources and equipment are appropriate to support children's learning and development, however, there are few resources to portray positive images of different people and their lives.

Children's safety is further assured because staff have a clear knowledge of how to recognise the signs and symptoms of different forms of abuse. They understand the procedures to follow should they have concerns about a child. The child protection policy includes a procedure to be followed in case of an allegation being made against a member of staff. All policies are shared with parents.

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

The provision is good.

Children are happy and confident and settle quickly on entering the pre-school. Staff get to know parents and families very well. The playroom is bright and cheerful and offers an abundance of toys and resources which children can easily access, this means that children learn to make decisions about their own play. Parents are encouraged to support their children when settling in and are offered opportunities to help in the daily routines of the pre-school.

The quality of teaching and learning is good. Children make good progress in all areas of learning. Staff have a clear understanding of how children learn and use their good knowledge of the Foundation Stage curriculum to plan an exciting range of play activities. Staff make careful observations of children's progress to plan for their next steps in learning. Planning covers all areas of learning through play activities. At times children are not always sufficiently challenged to progress their learning, for example, staff sometimes help children count even when they are quite able to do so on their own. However, staff are addressing this by developing the system for planning to be more responsive to the individual learning needs of each child.

Children are encouraged to become independent learners through choosing resources and activities for themselves. Staff work alongside children to support and encourage them. For example, when playing with the water tray a member of staff talked to children about quantity and volume. Children develop good early writing skills through the use of mark making in everyday activities, staff enhance these opportunities through the thoughtful provision of appropriate resources, such as notebooks and diaries in the role play area. Children enjoy story time and are happy to choose to read books on their own. There are limited resources for children to experiment and explore with technology.

Staff help children understand about their own community and the wider world through thoughtful activities. For example, children taste different foods from around the world at snack time, sometimes the food is linked to learning about other countries. Children enjoy local walks to explore their own environment and make observations about seasonal changes. They collect objects to use in the classroom in craft sessions. Staff provide a good range of dressing up clothes, which children love to use to act out familiar scenes or fantasise about story-book characters, such as ninja turtles or princesses.

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

The provision is satisfactory.

Staff value children as individuals and build supportive relationships with parents and families. Children learn about their community and the lives of others through carefully planned activities. However, there are few resources to portray positive images of different people. Children behave very well and understand the simple rules that they helped to draw up. They understand the everyday routines of the pre-school, for example, they enthusiastically tidy up and show great pride in being the day's special helper.

Partnership with parents is satisfactory. Parents and families are highly valued as partners and are invited to contribute to the life of the pre-school, for example, helping on the milk rota. Staff share information with parents about children's progress through daily discussion and annual parents' evenings. There is a complaints procedure in place, however, contact details for Ofsted are not current and no parents spoken to knew how to make direct contact. Parents are invited to share policies and procedures with staff. Staff share details about planned activities

with parents, however, parents do not have a clear understanding of the Foundation Stage curriculum. The social, moral, spiritual and cultural development of children is fostered.

## **Organisation**

The organisation is satisfactory.

Children benefit from the warm and well-organised play environment. The pre-school has undergone major staff changes recently and staff are working hard to deliver a good quality provision for children. They are well supported by the small parents' committee and advisors from the local authority. The chairperson is currently reviewing all policies and procedures to ensure they meet current guidance. All necessary records and documentation are in place and are shared in confidence with parents.

Leadership and management is good. Staff have a sound knowledge of the Foundation Stage curriculum and an understanding of how children learn. They are using this to further develop the system of planning for children's learning. Both members of staff have some relevant qualifications and experience of working in pre-schools, they are working towards appropriate early years qualifications and are committed to ongoing professional development. Although the chairperson of the committee and the new manager have drafted clear employment policies and procedures to support staff through the induction and appraisal system, this has not yet been implemented.

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

## **Improvements since the last inspection**

At the last inspection the pre-school was asked to address the following recommendations: to ensure that the first aid box and its contents comply with health and safety regulations and is checked regularly; review group policies and the setting and include contact details for Ofsted within the complaints procedures. The first aid box has been renewed and is now regularly checked, therefore, children may be treated for minor injuries safely. The policies and procedures of the setting are currently being reviewed to ensure they meet current guidance, this remains a recommendation from this inspection.

At the last education inspection the following key issues were raised: improve opportunities for children to make marks in their play; and improve children's access to free play resources. Both these key issues have been satisfactorily addressed, children are free to use a variety of mark making materials in their play and are free to choose from a wide range of resources. The setting was also asked to address the following key issues: to improve the programme to support children's awareness of different cultures and traditions and everyday technology; to ensure planning gives all areas of learning equal emphasis; and to implement the staff appraisal system. The setting has started to address all of these issues and the staff and the chairperson have already started work to ensure that children's awareness of different cultures and opportunities to use everyday technology is included in planning. Staff are developing a new approach to planning for learning and already ensure that each area of learning is included in activity planning. The manager and the chairperson have already drafted a staff appraisal scheme, this will be implemented during the autumn term.

## **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 satisfactory. 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):

- update the operational plan to include clear policies and procedures which meet current guidance
- extend the range of resources to portray positive images of different people and their lives
- provide clear and current information for parents about policies and procedures and the provision on offer
- ensure staff are well supported through clear recruitment and employment procedures which include an induction programme and staff appraisal system

#### **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 develop the system for planning for children's learning based on observations of children's progress and identified next steps in learning
- implement a system to monitor the quality of education provision on offer and share information with parents about the Foundation Stage curriculum

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)