

# Fiveways Pre-School Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	130687
<b>Inspection date</b>	21 November 2007
<b>Inspector</b>	Christine McInally
<b>Setting Address</b>	Between 8 and 10 Florence Road (Rear), Brighton, East Sussex, BN1 6DJ
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<b>Registered person</b>	Fiveways Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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 outstanding.

### WHAT SORT OF SETTING IS IT?

Fiveways Pre-school has been open since 1964. It offers sessional and full day care service for children between two and five years as well as an after school club for children attending local schools. The group is located in the Fiveways area of Brighton and has sole use of purpose built premises, with a large secure outdoor play area. The group is committee run and a registered charity. The staff team of 36, of whom 23 work with the pre-school children, all hold, or are working towards, a relevant childcare qualification. The staff team is mixed in terms of age, gender and ethnicity. The playgroup is open from 08.30 to 15:30 during term time. Children attending the after school facility may stay until 18.00. During the school holidays, should the demand be there, the staff organise a play scheme which is open to all playgroup and after school children and their siblings. Currently 123 children attend the playgroup throughout the week for a variety of sessions. There are 67 children in receipt of funded nursery education. The group support children with learning difficulties and/or disabilities and those for whom English is an additional language. The children attending are representative of the local community. The group receives support from an early years teacher attached to City Early Years and Childcare.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children enjoy a worthwhile range of activities and topics, such as 'All About Me', which help to promote their good health. They learn about the importance of good personal hygiene and understand why they need to wash their hands after visiting the toilet and before eating food. Good arrangements are in place for dealing with sickness and accidents, minimising the risk of the spread of infection.

Children enjoy regular physical play both indoors and out and extend their physical skills on a daily basis. A stimulating variety of activities helps children gain increasing control of their bodies, for example, as they blow bubbles with straws during water play or as they play on the sit and ride toys. Staff have a sound knowledge of Birth to three matters; they use the guidance well to provide a range of physical play experiences for the younger children.

Children enjoy using the café style system at snack time and staff give very good encouragement to children to pour drinks and to cut the fruit for themselves. They are provided with a range of healthy snacks, including fresh fruit and vegetables, encouraging them to develop healthy eating practices. However, the organisation of this time is less effective as too many children can sit at the table at once. Lunch time is a social occasion when children talk and laugh with their friends and staff. While parents provide packed lunches for their children, staff demonstrate a sound understanding of healthy eating practices. Topic work and food tasting activities further enhance children's understanding of healthy foods.

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

The provision is good.

Children are cared for in very welcoming, attractive play rooms, which are well laid out to enable them to move around safely. The premises are well maintained and examples of children's art work along with colourful posters adorn the walls, creating an inviting play environment. Children's safety is a priority and the setting has taken sensible precautions to ensure hazards are minimized. The identification of any visitors is checked and their presence is recorded with date and time in the visitor's book.

Children use a wide range of good quality toys and resources appropriate to their age and stage of development. Children begin to learn to take responsibility for keeping themselves safe as they practise fire evacuation procedures. They learn about safety through staff's clear and simple explanations as to why a rule is in place, for example they know not to swing on the chairs as they might fall and hurt themselves. Children are enthusiastic explorers when playing outside with a variety of challenging physical play equipment.

Children are safeguarded by staff that have a clear understanding of child protection policies and procedures. There is a clearly written policy which is shared with the parents, helping to promote children's well-being.

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

The provision is outstanding.

Children are happy, very confident and enthusiastic in the warm and welcoming environment created by staff. The 'free flow' system within the playgroup works extremely well, giving children choice and freedom. They demonstrate excellent independent learning skills, for example, several children gather round the water tray, experimenting by blowing bubbles with the straws. Others play co-operatively in the imaginative play area, dressing-up in swimming costumes and wet suits, initiating conversations about what they can see as they swim in the 'sea'. Children are well supported when trying new activities and have an exemplary range of interesting experiences during a typical week. Staff are accomplished in extending children's learning and they are extremely well motivated by the challenges set throughout the day. They achieve well because staff are skilled and use their understanding of early years guidance, such as Birth to three matters and the curriculum guidance for the Foundation Stage, to provide good quality care and education.

### **Nursery Education**

The quality of teaching and learning is outstanding. Staff display great skill supporting children in their play, extending their learning effectively, or standing back, allowing children to concentrate and persevere. Staff have the confidence to allow children to try things out for themselves and they know exactly when to intervene in order to extend learning. Children benefit from the very secure understanding and knowledge staff have of the Foundation Stage. Planning is very good, links clearly to the stepping stones and ensures a wide range of activities and experiences are provided to extend children's learning. Assessment procedures are very comprehensive and ensure that staff are fully aware of each child's progress. This information is used very effectively to plan for the next steps in learning for each child.

Children confidently engage in a wide range of planned and spontaneous activities. They easily make relationships and demonstrate very good independence skills. They are self-assured and often take the lead in activities, therefore developing their self-esteem. Children learn right from wrong because staff are good role models. Children experience a language-rich environment where they develop very good speaking and listening skills. Children enjoy using the well-resourced, comfortable book area and often spend time 'reading' to themselves or sharing books with friends. Mark making materials are readily available and are used freely in role play, helping children understand that words and print have meaning. Children skilfully use and recognise numbers in everyday activities, for example, readily identifying the number five on a member of staff's t-shirt, while counting at the computer. Children count confidently and recognise numbers that are important to them. They choose number activities during free play and enjoy number rhymes and songs.

Children learn to make sense of the world around them by investigating and exploring through first hand experiences, such as the 'Archaeology Area', set up as part of the 'Underground and Hibernation' topic. Children are confident in using information and communication technology. They demonstrate good mouse control when playing games on the computer. Children move confidently, showing a good awareness of space and others in both the indoor and outdoor space. There are many resources freely available for children to make their own pictures and experiment with art and craft materials. This enables children to develop their own creativity and explore using a range of textures, media and techniques. Many good opportunities to sing and make music are enjoyed by the children. They have free access to the musical instruments and often play with them throughout the day, singing spontaneously as they do.

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

The provision is outstanding.

Children's equality of opportunity is given a very high priority. All children are included in all the activities provided, their individual needs and circumstances are well known and provided for by staff. Children are highly valued and treated with respect, helping to develop their self-esteem. They have access to a rich and varied range of resources, play opportunities and activities which reflect diversity and acknowledge cultural differences. Staff work very effectively with parents and outside agencies to ensure that children who have learning difficulties and/or disabilities are appropriately cared for and enabled to participate fully in all activities. Good use of signing, visual symbols and dual language labelling enables children learning English as an additional language to participate fully in the activities and make good progress. Children's spiritual, moral, social and cultural development is fostered well.

Children's behaviour is consistently of a high standard. Their very good behaviour is a direct result of highly effective staff interaction and involvement with children in their activities. Children receive lots of positive praise and encouragement for their efforts, attempts and achievements. Staff are excellent role models, showing respect and consideration for children, each other and parents. Consequently children are extremely polite, well mannered and show care and concern for one another.

Partnership with parents and carers is outstanding. They have access to and receive excellent information about the setting and what it has to offer in terms of care and education. They can access detailed information on themes, as well as access to long, medium and short term plans. Staff make excellent use of the entrance area with good displays of information. Parents' views are actively sought and they are provided with regular newsletters to update them on aspects of the setting and current topics. Staff are very friendly and extremely approachable; they ensure that all parents know how their children are progressing and developing. Children's learning is enhanced from this sharing of information between staff and parents.

## **Organisation**

The organisation is outstanding.

Children are happy, relaxed and cared for in a friendly environment. Rooms are welcoming and resources stored safely. Activities are varied and familiar daily routines provide children with security and consistency. The vast range of experiences supports children's learning and encourages their independence and freedom of choice. All aspects of the children's care and learning are discussed with the parents, who are kept well informed of their child's achievements. The setting meets the needs of the range of children for whom it provides.

The effective organisation of the setting ensures that children are extremely well cared for by well qualified and suitable staff. Policies and procedures protect children and are effectively implemented to promote all the outcomes for children. Children's welfare is exceptionally well promoted by visible and committed management, working alongside a friendly and enthusiastic staff team. High priority is given to keeping staff up to date with current practice; children's play and learning experiences are enhanced by this focus on continual staff development.

Leadership and management of the funded nursery education is outstanding. Good systems are in place to monitor and evaluate the educational programme. This ensures children make excellent progress towards the early learning goals.

### **Improvements since the last inspection**

Following the last care inspection the playgroup updated the child protection policy to include the procedures to be followed should an allegation be made against a member of staff and made the information about individual dietary needs more easily accessible to all staff. The playgroup also introduced a café style system at snack time and staff give very good encouragement to children to pour drinks and to cut the fruit for themselves. All of these measures contribute to the learning and welfare of the children.

### **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**

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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):

- continue to develop the café style snack time to provide more meaningful learning and enjoyment opportunities for children

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)