

# Lordsmead Playgroup

Inspection report for early years provision

---

<b>Unique Reference Number</b>	199368
<b>Inspection date</b>	05 July 2007
<b>Inspector</b>	Beverley Blackburn
<b>Setting Address</b>	St Peter's Church Hall, Lordsmead, Chippenham, Wiltshire, SN14 0LL
<b>Telephone number</b>	0771 2978461 or Chair 01249 464222
<b>E-mail</b>	lordsmeadpre-schoolplaygroup@hotmail.co.uk
<b>Registered person</b>	Lordsmead Playgroup
<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?

Lordsmead Pre-school Playgroup has been established since 1976. It operates from a church hall, with access to a kitchen, toilets and outside play area. The setting is registered to accept funded children aged three and four, and currently has 72 funded three-year-olds on roll. It is open weekdays from 09.15 to 11.45 and 12.15 to 14.45 hours throughout school term times. The pre-school accepts children from the term of their third birthday. The pre-school offers school preparation sessions on Thursday and Fridays for children who will be moving onto school.

The group fully supports children with learning difficulties/or physical disabilities and for whom English is an additional language.

Two full-time and six part-time members of staff are employed. Six have Early Years qualifications, one is currently training and the remaining member of staff is unqualified. The group is a member of the Pre-school Learning Alliance.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children benefit from good hygiene practices, demonstrated as they are encouraged to wash their hands after messy activities and before eating. Children's personal hygiene is appropriately promoted. However, on the day of the inspection, it was observed after the cooking activity children washed their hands in the same bowl of water, a more frequently changed water helps to prevent cross infection. Children are aware of the daily routine which increases their understanding of the importance of maintaining good health. Children receive good continuity of care through sharing of information with their parents about accidents and required medication.

Children benefit from a healthy diet as they are provided with healthy snacks. Children are able to independently choose from a selection of snacks such as biscuits and chopped fruits. Children are encouraged not to share foods with each other to prevent any reaction to food allergies. They learn the importance of drinking regularly, they are provided with milk or water at snack time. A jug of drinking water and cups are always available and accessible to the children. Children are helped to understand the benefits of healthy eating through topics such as food and drink, as well as by the staff regularly talking to them about healthy foods. For example, during cooking activity the staff talked about using brown flour and sugar in the rock cakes and why it's better for them.

Children enjoy playing outside in the playground. They are encouraged to independently put on their own coats assisted by staff if needed as they go out to play. Children have good opportunities to develop physically. They learn that physical activities help to maintain a healthy lifestyle. Children are able to enjoy riding bikes, participating in a small obstacle course and balancing on beams, they are involved in activities that exercise various parts of their bodies such as their arms and legs. Children are able to develop small muscle control as they independently participate in personal care skills such as toileting. Children enjoy a wide range of activities which contribute to their good health.

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

The provision is good.

Children are able to play safely in a secure and safe environment. Activities that are available to the children are well set out and are easily accessible to them. They are able to confidently and independently choose toys from a wide range of activities which are at a low level. The toys and equipment provided are interesting and stimulating and helps to develop children's all round skills. The staff ensure the children's safety is paramount by carrying out regular risk assessments such as the indoor play area and the outside play space, toys are also regularly checked to ensure that they are in good condition.

Children are helped to understand about personal safety as they are encouraged to take part in tidying up time, which includes clearing away toys at the end of the sessions. They also learn about safety on the road, through topics such as road safety. There is sufficient space for the children to move around with ease. Risks are identified and minimised, through regular risk assessments which enables them to move around safely, freely and independently. Children are always supervised, they are fully aware of the emergency evacuation procedures through frequent fire drills which are appropriately recorded. Children's safety is effectively managed.

The children's welfare is safeguarded by staff having a sound knowledge and understanding of their personal responsibility with regard to child protection issues. They support children's safety by knowing the procedures to be followed if any concerns arise and a designated person is in place to deal with any concerns. A written statement is shared with parents.

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

The provision is good.

Children arrive confidently into the setting and quickly settle into the routine of the playgroup. They learn through a wide range of well planned activities. Children are given opportunities to explore and investigate a range of materials and are able to design and build. They spend their time purposefully involved in a range of well planned topics which takes into account their learning needs and helps them to progress. Children are able to enjoy playing together harmoniously as they take turns playing in the home corner. They make independent choices with regard to the activities and resources they wish to explore and show interest and enjoyment in their play. Children are appropriately challenged so that learning is extended as the staff provide toys and play materials that are suitable for their age and stage of development. Children have a good relationship with the staff members and they interact well. The staff have a good knowledge of child development which enables the children to progress their personal, social and emotional development.

### **Nursery Education**

The quality of teaching and learning is good. The children are making good progress in relation to the stepping stones towards the learning goals in the six areas of learning. They are supported by experienced staff with confidence and a good knowledge of the early years curriculum. They have a very clear understanding of what the children are intended to learn from the activities. Planning is detailed and covers all areas of learning. Staff work well together as a team to meet the needs of the children.

Staff know the children well and have a good relationship with them. They are deployed so that they can effectively support the children's learning. The staff are able to identify learning intentions by skilful and appropriate questioning in order to make children think and extend their knowledge. Staff carry out detailed written observations on the children which are used to complete assessments.

Children show a good interest in the activities provided. Most children are able to focus and concentrate for a good period of time on activities of their choosing. Children show confidence in selecting and carrying out activities, for example, imaginative play in the home corner, painting or reading in the book corner with a staff member. Children are beginning to make constructive and harmonious relationships with their peers; they are learning to play co-operatively, taking turns and sharing.

Children are able to listen attentively to stories, with enjoyment, and respond appropriately to questions relating to the stories and are able to predict what will happen next. They are confident speakers and enjoy talking to adults; they speak clearly and show awareness of the listener. Most children are able to confidently link sounds to letters. This is encouraged through the use of letter phonics on the computer. However, not all children can competently use this programme and are not always supported. They make marks, and introduce writing in their own play, for example, in their imaginative play in the home corner. Children enjoy writing in the well equipped mark making area. Children are helped to recognise their names, by selecting

their name tag at the beginning of the sessions. Children are encouraged to write their name on their own work. This helps children to understand that print has a meaning. Children are encouraged to listen to one another, for example, at show and tell time. Children are confident in initiating conversation with each other and the staff and other adults.

Children are encouraged to count through number songs, stories and numbers displayed around the rooms. The more able children are able to count more reliably and recognise 0-9; this is encouraged through daily routine and activities. Children do simple calculations and problem solve through number rhymes action songs. Children demonstrate their interest in numbers, for example, in cooking activities as they enjoy weighing out the ingredients for making their rock cakes. Shape and patterns are introduced into the children's learning through activities such as cutting out shapes and putting puzzles together. They use language such as triangle and circle and are able to make shapes such as a circle with their fingers.

Children talk about the past and remember significant events personal to them. They are able to show interest in the world they live in when talking about the weather and seasons. They explore construction materials and join them together such as the construction of the train tracks. Children can confidently operate simple programmes on the computer and manoeuvre the mouse with skill. They are able to use everyday technology with confidence.

Children show awareness of themselves and others when moving indoors and outdoors. They enjoy outdoor play, are able to confidently ride a bike, and use large and small equipment and negotiate the space around others well. Children use a variety of textures and show interest in what they see and feel. They are able to use their imagination and express themselves as they enjoy their play in the home corner. Children have opportunities to use a range of different media to explore colour. They paint creatively at the easel using large paper and a selection of bright colours and are able to communicate their ideas through drawing and painting.

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

The provision is good.

Children relate well to the friendly and approachable staff. Children regularly play in small friendly groups, for example, in the home corner with a selection of toys which they share. The children are learning to take turns in play; for example, on the computer and in tasks that give them responsibility, especially the older children, such as pouring their own drinks. They enjoy chatting to each other at snack time and benefit from the company of all the staff, as they encourage conversation and help the children to listen to each other and take turns in speaking. Children frequently make decisions and choices during free play. A wide range of toys are easily accessible to them, which are stored at their level.

Children's spiritual, moral, social and cultural development is fostered. Children are confident and demonstrate increasing independence. For example, involvement in helping at tidying up time to ensure all toys are correctly put away .

Children's individual needs are met because the staff members have an appropriate system in place to get to know their needs. Children with learning/educational difficulties are identified and staff work effectively to meet their requirements. There is a good working relationship between the parents and staff, parents are kept well informed through key worker meetings. Staff are able to liaise effectively with other professionals. All children are included in the life of the setting and the range of positive images regarding cultures and disability enables the children to become aware of the different people within the community. Children are polite,

this is demonstrated when they politely ask for more milk or water at snack time. Staff are aware of effective, positive strategies such as praise and encouragement, to support appropriate behaviour. However, on the day of the inspection the children were very boisterous and the noise level was high, which at times affects the quality of the sessions.

The partnership with parents and carers is good. The children's individual needs, progress and development are promoted well because of the staff's commitment to working in partnership with the parents. Staff are approachable and welcoming. Parents are kept up to date about the setting through the notice board and newsletters. They are well informed about their children's progress and have opportunities to discuss their children's assessment and development.

## **Organisation**

The organisation is good.

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

Children benefit from the staff working well as a team. Staff regularly discuss planning and the children's progress. The staff organised the space well to maximise the play opportunities for the children. The documentation in place supports children's health, safety and well-being. The required records, policies and procedures for the efficient and safe management of the provision are in place and staff and parents are fully aware of them. Most staff are suitably qualified or working toward a qualification; all staff are appropriately vetted and suitable to work with children. Children's care, learning and play are positively supported through a well maintained adult to child ratio.

Leadership and management is good. The staff are committed and work well together to offer children a wide range of interesting and exciting experiences that promote their progress and development. Staff are supported well in developing their professional skills in order to maintain good practice. There is a good relationship between the committee and the manager. Annual staff appraisal means staff are able to identify areas of development and training needs in their own practice, which in turn, has a positive impact for the children's learning.

The setting is effectively managed because the staff are able to identify and make improvements to the care and learning of the children.

## **Improvements since the last inspection**

At the last inspection the setting was asked to ensure there is a procedure in place to follow if an allegation of abuse is made against a member of staff. This has now been incorporated in the policies and procedures documentation. This improvement has a positive impact on the children's safety.

## **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):

- Improve hygiene for children by ensuring that they wash their hands in clean water after each messy activities to prevent the spread of infection.
- develop staff awareness and understanding of effective ways to manage a range of children's behaviour, taking into account their age and development

#### **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):

- develop an effective way of ensuring that all children are supported through activities that promote their learning and achievement

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)