

# North Wraxall Pre-School Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	199393
<b>Inspection date</b>	12 February 2008
<b>Inspector</b>	Beverley Blackburn
<b>Setting Address</b>	The New Hall, North Wraxall, Chippenham, Wiltshire, SN14 7AJ
<b>Telephone number</b>	01225 891550
<b>E-mail</b>	
<b>Registered person</b>	North Wraxall Pre-school Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 satisfactory.

### WHAT SORT OF SETTING IS IT?

North Wraxall Pre-school Playgroup has been established since 1969. It operates from the village hall, with access to a kitchen, toilets, and an outside play area.

The setting is permitted to care for a maximum of 25 children aged two to four years. There are currently 37 children on roll, including 27 funded three to four year olds. It is open from Monday to Thursday from 09:30 to 15:00 throughout school term times for a variety of morning and lunch time sessions. The group supports children who have learning difficulties and /or physical disabilities and who have English as an additional language.

There are six members of staff working directly with the children, three of whom work full time. The supervisor has recently completed her NVQ level 3 in an Early Years qualification. Most staff are qualified or are working towards a qualification. The group receives assistance from the Early Years Partnership support teacher and 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, and their personal hygiene is appropriately promoted. This is demonstrated as they spontaneously wash their hands after painting activities and are encouraged to wash their hands before eating. The well-established daily routine increases the children's understanding of the importance of maintaining good health. There are suitable facilities in the kitchen for staff to follow good hygiene practises when preparing foods, such as small sink with soap and water. Most staff have a first aid certificate; the new staff are waiting to be trained. 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 and nutritious snacks. Children are able to independently choose from a selection of snacks, such as toast and marmite, chopped fruits and vegetables. Children 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 by the staff talking to them about healthy foods or covering topics, such as "myself and the body". The staff help the parents make healthy choices for the children's lunch boxes by displaying a menu of healthy suggestions, such as cucumber, carrots or yoghurts. All lunch boxes are appropriately stored.

Children benefit from a good selection of activities to help them develop physically. There are good opportunities for outdoor activities that promote the development of the children's physical skills, such as running, climbing, crawling, throwing and kicking. They are able to enjoy a range of activities, for example, digging in the sand pit or riding on bikes, where they are involved in exercising various parts of their bodies, such as their arms and legs, . Children learn that physical activities help to maintain a healthy lifestyle. Children are able to 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 welcoming, secure and safe environment where they can feel relaxed. They are able to confidently and independently choose toys from a range of activities which are at their level and easily accessible to them. They are provided with a stimulating range of activities to develop their all round skills.

The staff ensure the children's safety is paramount by carrying out regular risk assessments, such as to the main hall and the outside play area. 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. There is sufficient space for the children to move around with ease. Children are effectively supervised at all times.

Children are able to enjoy outdoor activities; there is an enclosed safe outside play area. Children are made aware of being safe on the road by staff introducing activities that promote road safety. The children's welfare is safeguarded by staff having a sound knowledge and understanding of their personal responsibility with regards to child protection issues. They are

aware of the recording and reporting procedures in the event of any concerns they may have about children in their care.

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

The provision is good.

Children are settled in the setting, they enter confidently and quickly settle into the routine of a relaxed and happy environment. Children show excitement and enthusiasm and are keen to learn. Children are stimulated by first hand experiences, which captivate their interest and provide them with wonderful opportunities to acquire new knowledge and skills, for example, they had great fun digging, weeding and watering the vegetable boxes. Children express themselves well, as the staff engage them in conversation by asking open ended questions which encourage their language development and social skills. They are able respond appropriately when questioned. Children are given good opportunities to explore and investigate. They find worms in the vegetable box and experiencing different textures of materials as they make collages of their bodies with fabrics. The staff have a good knowledge of child development which enables the children to develop their personal, social and emotional development. Children are able to persevere with a task until it is completed. Children develop independence as they choose their own activities from a good range of resources, this also helps them to develop their self-esteem. This could be further enhanced by staff giving the children small responsibilities, such as the helper for the day.

The quality of teaching and learning is satisfactory. The children are making satisfactory progress in relation to the stepping stones towards the learning goals in the six areas of learning. Most staff have a sound knowledge of the early years curriculum. They have an understanding of what the children are intended to learn from the activities. This is demonstrated in the well organised activities available to the children. The staff are given the opportunity to plan each week and to provide a stimulating range of activities to support the children's learning towards the early learning goals. There are regular staff meetings to discuss the planning and all areas of learning are appropriately covered. However, the planning does not show how activities are extended for the more able children and the learning intentions are not clear.

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. The setting is in the process of improving the system for recording written observations of the children which is used to complete assessments. Currently the assessment and observation records are not sufficiently developed to plan the next stage in the children's learning.

Children show good interest in the activities provided, they are confident in selecting and carrying out activities and simple tasks. They are able to focus and concentrate for a good period of time on activities of their choosing. Children make constructive and harmonious relationships with their peers; they play co-operatively together taking turns and sharing. They are able to use their initiative and make sensible decisions.

Children are able to listen to stories, with interest and enjoyment; they turn pages with confidence and show appreciation for books. Children are beginning to link sounds to letters, however, staff could create more opportunity to explore and experiment with sounds and put into practice their training on sounds and letters. Mark making activities are offered within play, such as a writing list and appointments in the home corner. On the day of the inspection

it was observed that there was insufficient opportunity for children to attempt writing their own names on their drawings or paintings. However, most children are able to confidently hold a pencil as demonstrated in the home corner, set up as a surgery, or at the writing table. Children are encouraged to listen to one another, for example, at "show and tell". They are confident in initiating conversation with each other, the staff and other adults.

Children are encouraged to count through number songs and stories. The more able children are able to count more reliably and recognise numbers '0-9'; this is encouraged through daily routine and activities. For example, some children are able to recognise simple numbers, such as three, and understand it is associated to their age and then indicate further understanding by showing three fingers. However, there were occasions when opportunities were missed to help children do simple calculation, problem solve and use number language; for example, when filling containers for watering the vegetables, or when staff counted the children, the children could have been invited to count as well. Shapes and patterns are introduced into the children's learning through activities, such as cutting paper and fabrics.

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 are aware of how things grow and that plants need water. They explore construction materials and join them together, such as train tracks. Children are aware how to operate equipment and can confidently operate simple programmes on the computer and manoeuvre the mouse with skill.

Children show awareness of themselves and others when moving. They enjoy outdoor play and are able to move with pleasure and confidence. Children use large and small equipment confidently 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. The children are making generally good progress in their learning and are enjoying themselves.

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

The provision is good.

Children relate well to the caring and approachable staff. Children are learning to take turns in their play and are co-operative. They regularly play in small friendly groups, for example, in the home corner with a selection of toys which they share. Children 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.

Children's spiritual, moral, social and cultural development is fostered. Children are confident and demonstrate increasing independence.

Children benefit from the staff having an appropriate system in place to meet their individual needs. This is achieved through discussion with the parents and the staff having a sound understanding of each child's stage of development. Children with learning/educational difficulties are identified and staff work effectively to meet their requirements. 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 behave well and benefit from the staff's good role models and their awareness of

effective, positive strategies, such as praise and encouragement, to support appropriate behaviour.

The partnership with parents and carers is satisfactory. The children's individual needs, progress and development are promoted because the staff are committed to working in partnership with the parents. Staff are approachable and welcoming. There is a strong and effective relationship between the staff and the parents, based on mutual trust and respect. Parents are kept up to date about the setting through the notice board and newsletters. Parents are informed about their children's progress. However, the setting has not as yet developed a forum to give parents the opportunity to discuss their children's observation and assessment records and their development towards the early learning goals and to celebrate their achievement.

### **Organisation**

The organisation is good.

Children benefit from the staff working together as a team. The staff organise the space well in the room 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 towards a qualification. Children's care, learning and play are positively supported through a well maintained adult to child ratio. The setting meets the needs of the range of children for whom it provides care and education.

Leadership and management is satisfactory. The manager is recently appointed and is working towards forming a strong cohesive team. She has a clear vision for the nursery which focuses on the development of the children and their achievement and to improve practices and the professional development of the staff. The staff are committed and are beginning to work well together to offer children a wide range of interesting and exciting experiences that promote their progress and development.

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 make sure that staff are aware of the procedures to be followed in the event of an allegation of abuse being made against a member of staff and to make sure that the visitors book is easily available for signing visitors in and out. A procedure is now included in the policies and procedures for staff to follow in the event of an allegation of abuse. There is now a system in place for visitors to sign in and out. The setting takes positive steps to ensure the safety of the children in their care.

### **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 the complaints made by parents, which they can see on request. The complaints records 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 satisfactory.

### 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):

- introduce opportunities for children to carry out small task that would give them responsibility and build their self-esteem

#### **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 the assessment process to clearly indicate how children are moved on to the next stage of learning
- ensure planning shows how activities are extended for the more able children and that all planning indicates clear learning intentions for all children
- develop more opportunities for children to learn and use number language and to partake in simple calculation and problem solving during the sessions
- provide opportunities for the parents to discuss their child's assessment and development towards the early learning goals

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