



Ludgershall Pre-school Playgroup

Inspection report for early years provision

Unique Reference Number	145922
Inspection date	28 June 2005
Inspector	Sue Stuart
Setting Address	Short Street, Ludgershall, Andover, Hampshire, SP11 9RB
Telephone number	01264 790999
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Registered person	Ludgershall 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 satisfactory. 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?

Ludgershall Pre-school Playgroup has been established in its present location since 1990. It operates from a mobile classroom within the grounds of Castle Primary School in Ludgershall, Hampshire. The playgroup has access to a fully enclosed outside play facility. The playgroup serves a diverse community, including children from military families and rural areas.

The playgroup is registered to care for a maximum of 36 children aged from two to

five years. There are currently 80 on roll, including 30 funded three olds, and 31 funded four year olds. The setting supports children with special educational needs and who speak English as an additional language.

The playgroup is open term time weekdays, with a morning session from 09.00 -11.30 and an afternoon session from 12.15 -14.45. Children attend for a variety of sessions. Six part time and one full time member of staff work with the children. Five staff have early years qualifications .Two staff are currently on training programmes.

The setting receives teacher support from the local Early Years Development and Childcare Partnership (EYCDP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from daily physical activities. Children develop confidence and good co-ordination as they access a variety of climbing apparatus, swings and ride on toys situated in the large outdoor play area. They learn new skills, such as catching and throwing bean bags and kicking balls.

Children are cared for in clean bright premises. They learn about the importance of personal hygiene, for example children wash their hands after handling a snail. They are aware of the need to wear sunhats outside on hot days.

Children make healthy choices from the selection of fresh fruit and drinks at snack time. They sample new flavours and textures, such as making egg and cress sandwiches for snack. Drinking water is available throughout the session for thirsty children. Their special dietary requirements are understood and implemented by staff who work closely with parents to ensure their child's individual needs are met.

Children are suitably looked after if ill and are protected through staff's knowledge of first aid, medication routines, and procedures to follow if a child has an accident.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, inviting environment with colourful examples of the children's own work displayed on the walls. Children's safety is a priority and the playgroup has taken sensible precautions to ensure all hazards are minimized, for instance the low level units surrounding the kitchen prevents children accessing the oven.

Children are able to move safely around the rooms and use the well organised space properly for their chosen activities. Resources are of good quality and are stored effectively to allow children to access them safely both inside and outside.

Staff have attended child protection training and are aware of local procedures of how to protect the children if they were concerned about their welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children arrive happily at the playgroup. They develop good levels of confidence and self-esteem as they participate purposefully in the activities on offer and make their own choices, for example chalking. They develop social skills and have a good relationship with each other and the staff. Children enjoy taking responsibility, such as helping with the weather board.

All children benefit from the individual care and attention in the playgroup where they are listened to and valued. Their efforts are encouraged and praised, this increases their confidence to develop new skills, for instance spreading egg mixture to make sandwiches. Children are familiar with the routine and are relaxed and comfortable in the group.

Nursery Education

The quality of teaching and learning is satisfactory. Children gain from the staff's knowledge and understanding of the Foundation Stage curriculum and how children learn. This enables staff to plan suitable learning programmes that cover all areas of learning, for example examining tadpoles with magnifying glasses as part of the topic on growing.

Children's progress is measured through the new observation and assessment system. However, this appropriate way of ensuring that children's progress is recorded, does not identify the next steps for their learning.

Children develop a positive attitude to their learning as they share in a wide range of practical activities, for example bark rubbing. They choose from a range of resources to develop their skills, such as building with construction toys, and drawing pictures using a variety of writing materials. Children demonstrated their interest in numbers as they played a matching game together.

Children communicate their ideas and needs clearly, they are interested in books and some are beginning to link sounds to letters. However whole group activities do not challenge children appropriately to ensure their individual learning needs are met. For example, children's attention and interest is not always engaged throughout the registration session.

Opportunities for children to explore and experiment with a variety of art materials is good. All children eagerly join in action songs to learn about number and sound. They frequently talk about the past and present events in their own lives, and about the lives of others, including those of other cultures.

Helping children make a positive contribution

The provision is good.

Children are fully included in the playgroup. The playgroup has a positive approach to the provision for children with special educational needs. They are valued and benefit from the strategies in place to ensure their individual concerns and issues are addressed effectively.

Children behave well and know what's expected of them. They benefit from the good role models provided by the staff. Children relate well to each other and know how to share well take turns fairly.

Children's spiritual, moral, social and cultural development is fostered. They learn about their environment, for instance visiting the school nature area to observe frogs. They are beginning to communicate their ideas and emotions, for example through domestic role play situations. They express delight in achieving a task such as building a tower.

Their understanding of other cultures is developed through play resources and activities designed to broaden their knowledge of the wider world.

The partnership with parents is good. Children benefit from the open warm welcome that families receive and the shared community support. Parents receive good information about all aspects of the playgroup, including the Foundation Stage curriculum. Daily shared exchanges of information and an annual parents evening ensures that children benefit from this good partnership as families feel well supported and children's needs are met in accordance to their parent's wishes.

Organisation

The organisation is satisfactory.

The playgroup meets the needs of the range of children for whom it provides care. Children's welfare and education is provided by staff that are suitable and qualified.

Currently the operational plan is in the process of being developed but lacks detail in some areas, particularly, for staff deployment, recording the hours of attendance in the register and including Ofsted details in the complaints procedure. Required policies and procedures to promote the welfare and care of children are in place and implemented correctly.

The leadership and management is satisfactory. The partnership between the committee and playgroup is sound, much of the success of the playgroup is due to the supportive approach of the committee. The introduction of staff appraisals has helped staff identify their training needs and develop their own practice, which in turn, has a positive impact for the children's learning.

Staff work well as a team, they regularly meet to discuss planning and the children's progress. An informal monitoring and evaluation system is in place. The playgroup are able to identify their strengths and areas for development.

Improvements since the last inspection

The provider has acted on the recommendations from the last inspection to improve the quality of care for children. The provider has developed an effective induction procedure. Staff have attended relevant childcare courses, their new knowledge and understanding of childcare has enhanced the care for children. A system for obtaining written permission from parents for seeking emergency medical advice or treatment is in place, this ensures the welfare of children is secure.

Complaints since the last inspection

There are no complaints to report.

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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):

- ensure children's actual times of arrival and departures are entered on registration forms.
- complete the operational plan, include how staff are to be deployed, particularly for outside activities.
- ensure the written complaints procedure includes the address and telephone number of Ofsted.

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 system to show what children need to do next, and share plans regularly with parents.
- provide opportunities for small group work to ensure appropriate challenges for all children.

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