

Biddenden Playschool

Inspection report for early years provision

Unique Reference Number EY350040

Inspection date 16 July 2007

Inspector Jackie Liffen

Setting Address John Mayne C of E Primary School, High Street, Biddenden, Ashford,
Kent, TN27 8AL

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Registered person Bethersden Playschool Ltd

Type of inspection Integrated

Type of care 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.

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?

Biddenden Playschool is one of two nurseries owned by Bethersden Playschool Limited. It opened in 2007. The group operates from a mobile unit in the grounds of John Mayne Primary School in Biddenden, Kent. A maximum of 26 children may attend the preschool at any one time. The preschool is open each weekday from 09:00 to 12.30 and also open until 15.00 on at least two days of the week, during term time. All children share access to a secure enclosed outdoor play area.

There are currently 23 children aged from two to under five years on roll. Of these, 12 receive funding for early education. Children come from the surrounding area. The preschool currently supports some children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The preschool employs ten members of staff. Of these, five hold appropriate early years qualifications and one is working towards a qualification. The group receive support from an early years advisory teacher and the local school.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are beginning to understand simple good health and hygiene practices as staff remind them to wash their hands at the low level wash basins. They are becoming independent as they use the easily accessed toilets, soap and disposable towels. Children learn about the necessity of looking after their teeth when discussing the importance of visiting the dentist. Staff ensure that children play in a clean environment and are protected from infection, by cleaning the room and wiping tables with anti-bacterial cleanser. Children tend to blow their own noses but dispose of tissues in an uncovered bin so that it is possible for germs to be spread. Staff contribute to children's good health by arranging suitable medication procedures and comprehensively completing the accident book. Although children lay on the three sleep mats available at lunchtimes these are not sufficient for them to rest comfortably or available for them to gravitate towards if they are tired during the morning.

Children who stay to lunch enjoy a sociable time whilst eating the packed lunches that parents provide. However, children do not always have a choice of healthy snacks. For example, sometimes they all have cereal. Generally children have their special dietary needs met because staff are aware of individual allergies and requirements. Children ask for a drink if they are thirsty and learn about healthy eating as staff talk about their likes and dislikes.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a secure, child-friendly, clean and safe indoor and outdoor environment. They play happily on the washable floor where mats form a basis for their imaginative games. For example, they enjoy driving the miniature cars along the mapped out road. Children use suitable and safe, age-appropriate furniture and equipment which helps to include and involve all of them. They also help themselves to an easily accessed range of good quality toys and activities. Children are learning to avoid accidental injury as staff join them in their play and remind them of simple safety rules. The group carry out regular fire drills so that children evacuate the building effectively in an emergency and use covers to ensure children do not hurt themselves on the electrical sockets. Children are unable to access the kitchen area which is barricaded and away from their playroom. However, sometimes the outside play area is not prepared and it is possible for children to fall heavily onto the ground beneath the climbing frame/slide. Children's welfare is safeguarded by staff who recognise any signs and symptoms of abuse and have a sound knowledge of child protection procedures. They ensure that all visitors sign in and that all members of staff, left alone with children, have cleared checks so that children are not at risk.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children quickly settle in the setting as they explore and investigate the different activities on offer. For example, some join in a game of cars on the road mat whilst others involve themselves playing on the pretend beach. Children also enjoy activities such as drawing and colouring, playing in the sand, and looking at books so that they become involved in a broad range of planned exercises which support their development and learning. Staff members give children suitable attention and encourage them to widen their experiences and join in different activities.

However, children regularly have to adapt to different personnel because the group is not operating a key worker system. Children are beginning to relate to others and play co-operatively within their peer group as they play with the activities on offer indoors.

Nursery Education

The quality of teaching and learning is satisfactory. Children are learning to relate to different members of staff, although some adults are not familiar with their individual development needs and are missing opportunities to record their achievements. For example, one child writes her name on her colouring sheet before putting it in her tray to take home, but her companion needs help; staff do not notice and the creation is discarded. Staff have a sound knowledge of the Foundation Stage and are starting to have regard to the planning and recording to ensure it is sufficient to help each child progress in all areas.

Children are becoming confident to make choices and take decisions as they play co-operative games on the floor or sitting at tables. They are comfortable within the setting and confidently help themselves to pencils and toys from the easily accessed provision. Some children visit the toilet independently although generally staff monitor children carefully in this respect. Children are interested and motivated to learn; they also concentrate and sit quietly listening to the leader in whole group situations. Most children respond to adults who are interested in what they say and do. They negotiate and interact with their peers and staff as they involve themselves in different aspects of play. Children have opportunities to look at books and explore a range of words and texts, both in the book corner and when sitting around a table waiting for refreshments. They are becoming inquisitive and ask a number of questions but sometimes adults do not hear them. Children are extending their vocabulary as they become familiar with the name labels on the furniture and storage units and converse with adults within the setting. Children enjoy investigating their surroundings both indoors and outside in the garden. They are finding out about and identifying living things and especially like playing with the plastic, under-sea animals such as sharks. The staff encourage children to find out about events in their own lives when they talk about the weather and their experiences. For example, the leader tells children how her visit to the beach was affected by a storm; she links this in with the theme for the morning. Children have some opportunities of investigating technology as they play with programmable toys such as a fire engine. They use a number of different tools as they manipulate the playdough. Children are occasionally introduced to maths as they count how many are congregated around a table. They are invited to look at numbers strung on a rope along the side of the room and the leader demonstrates what the relevant numbers look like so that children begin to recognise form. Children are beginning to talk about and recognise simple shapes and patterns when creating models, and also when sitting on the mat decorated with circles, squares, triangles and rectangles. However, they do not always have the opportunity to investigate independently different maths concepts such as weighing and measuring, although they do have some specific activities such as graded rods to help them compare different sizes. Children explore colour, texture shape and form when playing with activities such as playdough and sand. They respond in a variety of ways when they build and construct objects from junk and enjoy gathering in groups to sing and act out action rhymes. Children exercise in the fresh air when they play in the garden on suitable apparatus such as the climbing frame. They have fun running around and play a number of energetic imaginative games. Indoors, children show awareness of space as they excitedly join in games such as pretending to swim on a blue cloth which simulates the sea.

Helping children make a positive contribution

The provision is satisfactory.

All children are valued and respected within the setting where staff join in their games in order to ensure that they are all included. Children play with a number of toys which help them understand and value diversity. For example, they look at relevant, suitable books and play with miniature play figures such as a child with callipers and one in a wheelchair. Spiritual, moral, social and cultural development is fostered. Children routinely say prayers before lunch and also celebrate other religious festivals such as Divali. Staff improve their knowledge so that children with specific needs receive the best care possible. For example, when children experience delayed speech problems, they help to arrange therapy. Children are learning to respond to appropriate expectations for their behaviour as staff implement written procedures, such as bending down to speak with children to explain why something is wrong. Children are beginning to work harmoniously with each other as they play co-operatively, and staff take opportunities to raise children's self esteem as they offer praise and encouragement.

Partnership with parents and carers is satisfactory. Parents are generally happy with the care that their children are receiving. Children's continuity of care is enhanced because parents receive a comprehensive registration pack containing the group's procedures and policies and are pleased to read regular newsletters. However, they are not yet receiving regular written feedback on their children's progress towards the early learning goals and are not informed on a daily basis how the plans link in with the daily arrangements.

Organisation

The organisation is satisfactory.

Staff continue to improve the environment so that children's security and development is enhanced. For example, the leaders are beginning to develop a rising five group, in order to give extra help to those children starting school. Children are always cared for by at least two staff holding first aid qualifications. The leadership and management of the nursery education is satisfactory. The provider ensures that all adults are suitably checked in order to safeguard children. She is also reviewing the procedure for complaints and for appointing and developing staff so that children's care is enhanced. Although the setting is registered for 26, the manager ensures that no more than 16 children are received in one room so that children have space to explore, investigate and progress in suitable surroundings. Children's safety, enjoyment and ability to take an active part in the setting is enhanced because they easily access games and materials from the open, low level storage units. Children's records are confidentially stored in the office so that their welfare is enhanced. Sufficient documentation is in place to maintain children's security and all policies and procedures are beginning to be put into practice so that children's continuity of care is enhanced and they progress in the best way possible.

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

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since registration 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.

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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):

- improve facilities for sleeping children and ensure germs are not spread
- consider how to extend the range of snacks available for children on a daily basis
- ensure that outside play is prepared before children access and consider how to improve the surface underneath the climbing frame/slide.
- consolidate the procedures for appointing and developing staff and review the complaints procedure.

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):

- ensure that planning is informed by detailed recording of children's individual abilities and extend children's learning further in different areas especially with regard to maths development
- build on existing communication with parents regarding their children's development and progress.

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