



## Devizes Pre-school Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	146049
<b>Inspection date</b>	12 July 2005
<b>Inspector</b>	Charlotte Jenkin
<b>Setting Address</b>	The Mobile Classroom (no 10), Southbroom Infants School The Green, Devizes, Wiltshire, SN10 5AA
<b>Telephone number</b>	01380 728007
<b>E-mail</b>	
<b>Registered person</b>	Devizes Pre-school 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?

Devizes Pre-school Playgroup opened in 1968, and has been on the present site since 1998. It operates from a mobile classroom, within the grounds of Southbroom Primary School in Devizes, a town in Wiltshire. The pre-school serves the local area of Devizes and surrounding villages, and is committee run.

The group is registered to care for 24 children aged 3 to 5 years of age. There are currently 31 children on roll, of whom 11 are funded 3-year-old children, and 18 are

funded 4-year-old children. Children attend a variety of sessions. Five children have special needs. The group opens five mornings a week term time only, from 09.00 to 11.30.

Six members of staff work with the children, including one support worker, and all are full-time. Four staff hold an early years qualification. The group receives support from the Early Years Development and Childcare Partnership, speech and language therapists, Portage and the area SENCo.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in warm, clean premises. They learn about the importance of personal hygiene as staff promote good hygiene practices with them, and re-enforce the reason for doing so. Children, therefore, say they need 'to wash the germs off or they will get sick'. Children are not at risk from cross infection as the sickness policy is well shared with parents, and they are reminded in newsletters about the importance of not bringing ill children into the pre-school. Children learn how to be healthy with regard to playing in the sun, and know they need to wear their hat and sun cream so they 'do not get burnt skin'.

Children's dietary needs are respected and well catered for so children with allergies are safe from contaminated foods. Children make healthy choices at snack time. They are offered foods that include healthy options, and they contentedly eat fruit, for example bananas. Children independently help themselves to drinks throughout the session, and do not, therefore, become thirsty.

Children have daily access to a well organised outdoor area which offers them a range of activities, including physical play. They develop good balancing skills, push and pull various equipment and move in a range of ways. They also have good challenges to their upper body and large muscles, and confidently climb the climbing frame. Children observe the effects of activity on their bodies and develop a positive attitude towards physical exercise, freely choosing to go outside to play. Outside, they have access to activities and resources that cover all curriculum areas and have regular time to play in the fresh air.

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

The provision is satisfactory.

Children are cared for in a well organised environment, set out into clear learning areas which they confidently go to and engage in the available activities. The environment is bright and welcoming to children, with named pegs and displays of their work, which helps contribute to their self-esteem. Children have access to a range of toys and activities as set out by staff, but are not able to independently select and use activities of their own choosing, and initiate their own play, as these are not freely available for self-selection.

Children are cared for in safe and secure premises where they are generally free from harm, as staff observe most potential hazards to children and generally minimise these well. Children, therefore move around the premises safely, freely and with confidence with plenty of space to play. Children's safety could be compromised in the event of a fire due to the evacuation plan not being monitored effectively and staff obstructing the fire exit with a book cabinet, to enable children to keep cool in the hot weather. Staff are aware that this needs to be reviewed and a more suitable arrangement put in place. There is also no procedure for outings in place, to ensure children's safety when off the premises.

Children's welfare is generally likely to be safeguarded in the event of child protection concerns as staff have a fair knowledge of the procedures to follow. However, this is not maximised as they do not record children's existing injuries or have a procedure in place if an allegation is made against a staff member, which may put children at risk from harm.

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

The provision is good.

Children enter the pre-school confidently and settle quickly. They are keen to engage in the various activities available, which promotes their development in all areas and sustains their interests for long periods. Children form good relationships with others and confidently approach staff and peers to engage in activities together. Children are valued and respected by staff and they listen to what the children say, engaging them in high levels of conversation and questioning them during their play. Children develop good confidence and self-esteem, for example approaching staff for assistance in putting stickers on a number card and sharing their achievements with others. Children appear very comfortable and at ease in the setting. This is due to staff giving them individual care and attention, increasing their confidence to participate in new activities.

#### **Nursery Education**

The quality of teaching and learning is good. Children benefit from staff's good knowledge of the foundation stage curriculum. Activities planned consist of a good balance of structured and free play, and this helps children make good progress towards the early learning goals in all areas of learning. More able children's learning is encouraged further, for example, through staff's questioning of older children to encourage their problem solving when building boats and encouraging them to find resources to make a roof. Children's interests are sustained through staff's good interaction with the children during activities and they are engaged in purposeful play.

Children's progress is monitored well through staff making regular observations of them engaging in their play, which show what children know, understand and can do. The staff know children's individual abilities very well, and assessments are used to inform future planning and to move children on to the next stage in their learning.

Children show a positive attitude towards learning new skills, as they confidently enter the pre-school and engage in the activities on offer. They spend long periods

engaging in the available activities, developing good self-esteem and sharing their achievements with others. Children are not able to develop independence in selecting and using activities and resources and in initiating their own play and learning.

Children speak with confidence and make themselves understood, through talking and shared use of sign language. They show interest in books and regularly make marks, with more able children writing their own names. Children count reliably and begin to link numbers to counting. More able children are beginning to solve simple problems and order various objects according to size. Children explore various textures and use their senses well. They show interest in construction materials and build and join various resources together. Children explore the local environment, and observe and talk about living things.

Children engage in role play and enjoy singing. They explore paints and mix colours. More able children's drawings are developing well and include detail, such as faces with features, although some art activities can be too adult lead and children are not freely able to select materials they wish to use to represent their own ideas.

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

The provision is good.

Children's individual needs are well respected and catered for which enables them to develop good confidence and self-esteem. They have equal access to the activities on offer and all children are included in the routines of the group. Children with special educational needs are fully supported and included in all aspects of the setting. Their development is fully supported and monitored carefully, as staff work very closely with parents and other agencies working with the children, to ensure consistency of care. Individual plans are set up for each child and funding is gained for one to one help, which ensures children have access to all the activities and routines in the pre-school.

Children's behaviour is very good in the pre-school, and this is due to staff's calm and consistent approach to managing children's behaviour. They are very good role models and are respectful to one another and the children attending, thus children begin to share and take turns in their play and show concern for their peers when they are upset.

Children's spiritual, moral, social and cultural development is fostered. They have regular trips out in the local environment which helps them become part of the local community. They engage in practical activities which help them learn about the wider world around them and they begin to respect the lives of others, for example Chinese New Year.

Partnership with parents is good. Children benefit from the solid partnership with parents with respect to both their care and educational needs. Regular sharing of information means children's needs are well respected and catered for. Parents are happy with the communication in the pre-school and have good relationships with the staff. Parents are well informed of the current theme for learning and have access to

activity plans, which enables them to talk to their children about the activities they are taking part in. Children have opportunities to see their parents involved in the pre-school, through coming in to the group or helping with social and fundraising events, and they regularly take home books to share. Parents do not have formal opportunities to see their child's records or contribute to them, which limits the individual support children may benefit from.

## **Organisation**

The organisation is satisfactory.

The pre-school meets the needs of the range of children for whom it provides.

Children benefit from staff who are suitable and appropriately qualified. They regularly attend training to extend their knowledge and skills in child care, and implement new ideas into the group, thus children's learning and care opportunities are enhanced. Children are well supported by staff and receive suitable attention as staff spend time playing and talking with them. Children's welfare, care and learning is suitably promoted as most required policies and procedures are implemented consistently by staff, and appropriate consent gained from parents to protect children's wellbeing. However, some safety aspects have been overlooked, which may compromise children's safety in the event of a fire, or whilst on outings.

Leadership and management is good. The staff work together closely as a team and share all responsibilities of the group, including planning. They utilise staff meetings well to share new practice ideas for implementation into the pre-school. The committee are very supportive which enables children to be cared for in a happy and respectful environment. Children's learning experiences are enhanced due to staff's commitment to ongoing training and development, as well as regular monitoring of their own performance and practice, for example in identifying the need to improve parents access to assessment records. Children have access to the full curriculum as this is closely and successfully monitored.

## **Improvements since the last inspection**

At the last inspection the pre-school agreed to develop staff's knowledge of child protection issues and to ensure labelling of displays provide good examples of language for children. They also agreed to ensure the registration system shows the times of arrival and departure for staff and children and to provide opportunities for parents to receive regular information on their children's progress. The pre-school also agreed to make some improvements for Nursery education, which included developing the assessment system, opportunities for writing and role play and to ensure three year olds are well planned and include appropriate adult support.

Staff now have a suitable knowledge of child protection issues, although existing injuries are not recorded and there is no procedure in place for if an allegation is made against a staff member, which may put children at risk from harm. Displays now show good examples of language, which promotes children's skills in literacy. The registration system now shows the times children and staff arrive and depart,

which means all persons on the premises is recorded. Parents are invited to see children's records, although not all parents do, and this is not monitored. This limits information shared on children's achievements both inside and outside of the group.

The assessment system clearly shows children's progress towards the stepping stones and children's learning is extended well according to their individual stage of development. Children have regular opportunities to make marks, give meaning to them and to use writing for various purposes, for example writing postcards and tickets during role play. Children now have daily opportunities to engage in role play and have good resources, as well as adult attention, to support their play. The high adult to child ratios means all children are well supported in the group and have access to well planned activities that promote their development in all areas.

### **Complaints since the last inspection**

There are no complaints to report.

## **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):

- ensure children are safe in the event of a fire, by monitoring the effectiveness of the evacuation plan and ensuring fire exits are not obstructed.
- ensure children's welfare is fully safeguarded, by recording children's existing injuries and by implementing a procedure for if an allegation of abuse is made against a staff member.

#### **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 children's independence in selecting and using activities and resources and in initiating their own play and learning, including creativity.

- further develop partnership with parents to ensure parents have opportunities to discuss their children's progress and contribute to assessment records, so their individual development is fully supported.

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