

# Gorefield Playgroup

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 221881   |
| <b>Inspection date</b>         | 11 September 2007  |
| <b>Inspector</b>               | Melanie Calway   |
| <b>Setting Address</b>         | 69 High Road, Gorefield, Wisbech, Cambridgeshire, PE13 4NB |
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| <b>Registered person</b>       | Gorefield Pre School                                       |
| <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.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

### WHAT SORT OF SETTING IS IT?

Gorefield Pre-school opened in 1994. It operates in a mobile building within the grounds of Gorefield Primary School, Gorefield, Wisbech in Cambridgeshire. A maximum of 20 children may attend the pre-school at any one time. The group is open each weekday from 09:00 to 11:30 during term-time. All children share access to a secure enclosed outdoor play area.

There are currently 25 children aged from two to under five years on roll. Of these, 15 children receive funding for early education. Children come from the local catchment area and other villages close by. The pre-school currently supports a number of children with learning difficulties and/or disabilities.

The pre-school employs three staff. Of these, two hold an appropriate early years qualification to Level 3 and one to Level 2. The group is supported by a teacher from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children stay healthy because there are sound hygiene procedures in place. Children are encouraged to wash their hands after playing outside, before eating and after using the toilet, and so are learning about good hygiene through the daily routine. Adults also wash their hands and talk to the children about getting rid of germs. Children use step stools at the sinks so they can be independent. However, children are provided with a single towel at each sink and this increases the risk of cross-infection. The premises are cleaned regularly and tables are wiped with antibacterial spray before being used for snack.

Children's medical needs are met as two members of staff hold a current first aid qualification and a first aid kit is kept in the kitchen so that minor accidents and injuries can be dealt with appropriately. An accurate record of all accidents is maintained. There is a system for recording the administration of medicines. Information about children's medical needs and allergies is obtained from parents. Consent has been obtained from parents to seek emergency treatment or advice so that help can be sought in the event of an emergency. Children are protected from the risk of infection as parents are asked to keep sick children away and information about common infections is shared with parents. Children are able to rest if they need to on cushions in the quiet area.

Children have regular opportunities for exercise and fresh air as they play outside everyday. Children are taken out in small groups to play outside during the first part of the session. They are able to move confidently, ride tricycles and push themselves along in cars. They play with large construction and jump over the walls they have made. At other times there are balancing beams and a parachute to encourage large motor skills. However, some physical play equipment, for example, the small plastic climbing frame, does not provide children with sufficient challenge. Inside children are able to develop fine manipulative skills as they use scissors, paint brushes and glue spreaders.

Children are offered a healthy snack of fruit or breadsticks everyday and some discussion takes place about foods that are healthy for us. Snack time is a pleasant social occasion, with adults sitting with children and helping them to mix milkshakes. Fresh drinking water is available in a small dispenser for children to help themselves to.

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

The provision is good.

Children are cared for in premises which are safe and suitable. There are good security systems in place to prevent unauthorised persons accessing children. Visitors are asked to sign the visitors book and the door is alarmed to alert staff and locked when children are present. The environment is made welcoming as posters and examples of children's work are displayed around the room. A good range of activities are available and accessible at child level. Toys and equipment are appropriate for the age group and conform to British Safety Standards.

Children are kept safe as the staff maintain a good level of supervision and advise each other of their movements. Children are unable to access the kitchen area and heaters are protected by guards. Daily and monthly risk assessments are carried out to ensure that the environment is safe and free from hazards. Children begin to develop an awareness of safety issues because

explanations are given. For example, they are asked to be careful when handling scissors or they might hurt themselves. There are procedures to keep children safe on outings and the necessary permissions are in place. Children's records include emergency details and names of those allowed to collect the children. Children are protected from the risk of fire as there is a clear written fire evacuation procedure which is displayed on the door. Fire drills are practised regularly so that children learn what to do in the event of a fire. Fire appliances are in place and tested at regular intervals.

Children's welfare is safeguarded as the staff have a good knowledge of child protection procedures and are aware of their duty to report any concerns. The supervisor, who is the designated child protection person, has recently undertaken refresher training on child protection. Information is kept in the kitchen, including the referral number and staff are aware of this.

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

The provision is good.

Children enter confidently and most settle quickly to a good range of activities. They hang their coats and bags up in the hall and come in with their parents and carers. The room is laid out to enable children to choose what to play with. Resources are stored in labelled drawers and trays and are easily accessible. Staff welcome them warmly and they gather together for a short circle time when they discuss the day of the week and the weather. They are then told about the activities on offer and are able to choose what they want to do. Staff position themselves at activities, support children and talk to them about their experiences and what they are doing. Children are learning how to be independent as they choose activities, put their aprons on for painting, pour their drinks at snack time and help to tidy up. Children are given praise and encouragement which boosts their confidence and self-esteem.

Children under three are given appropriate care. They are able to bring their comforters into the group so that they feel safe and secure and children who want to bring items from home are able to do so, as there is a special box for them to put them in. They are able to join in with all of the activities. The staff have undertaken training on the 'Birth to three matters' framework pack and are beginning to incorporate it into their record keeping system.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a secure knowledge of the Foundation Stage and plan activities to cover the six areas of learning. The plans are displayed so that staff are aware of what they are doing and activity planners are done for specific activities, which include the learning intention and what sort of questions to ask the children. The learning environment is planned to give children a choice of activities.

Children communicate confidently with each other and with adults who listen to their contributions. Children listen attentively at circle time and at story time, and are able to make meaningful contributions. They can recite common nursery rhymes and join in enthusiastically with the actions. Children can recognise their names as they hang their coats up or match their name cards with their place mats at snack time. Children can access writing materials throughout the session but are not always encouraged to use these, for example, to extend and develop their imaginative play. Some children can write their names on their work. Children are interested by the activities on offer and are motivated to learn. They concentrate on self-chosen or adult-directed tasks and are developing independence skills. They talk about feelings as part

of the nursery rhyme theme, as they think about whether 'Humpty Dumpty' felt happy or sad after his accident.

Children are able to recognise shapes and some are beginning to recognise and write numerals. There are some opportunities for counting but children are not always encouraged to count and perform simple calculations as part of the daily routine. They learn about the world around them, as staff develop the nursery rhyme theme by making a stretcher with the children to take Humpty to hospital, or provide bandages and doctors kits in the home corner. Children have opportunities to use their imaginations as they play in the home corner or outside. They use paint to express themselves. Children are able to create their own items with resources selected by adults. A craft trolley is available for children to access resources, although they are not always encouraged to initiate their own projects.

Key workers make regular observations of children's achievements, which are put into their records. Key workers know their children well and are aware of what they need to help them to progress. The next steps for children's learning are recorded and shared with parents at the consultation sessions, which are held at the end of every term. Children who come from other settings are encouraged to bring their learning records with them so that the group is aware of their achievements.

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

The provision is good.

Children's individual needs are met as the setting gathers good information about their individual needs on their record forms, such as any allergies, dietary needs and cultural or religious requirements. Parents are invited to an introductory visit when staff are able to find out about the children. The key worker system also enables the staff to get to know the children well. Children are learning about the wider world as the group celebrates festivals, such as Chinese New Year and Diwali, and incorporates elements of learning about other cultures into its topics. Displays around the room show positive images of different kinds of people.

Children with learning difficulties and/or disabilities are well supported. Staff work closely with parents and other agencies to ensure that children are given the support they need and helped to progress through the use of individual education plans. As a result, children are well integrated and included in the group. Children behave well in the setting. They play together co-operatively in small groups and pairs, and form good relationships with the adults and each other. Staff give them praise to boost their self-esteem. Positive guidelines are displayed around the room, such as 'I put things away' and 'I share with others', which are re-enforced by staff. A reward system is used, making children 'Star of the day' and is used sensitively so that all children are able to achieve this at different times. Children's spiritual, moral, social and cultural development is fostered. They are learning about their own needs and the needs of others as they discuss feelings and are learning about the wider world through planned topics.

Children are cared for effectively because there is a good partnership with parents. Parents come in with their children to help settle them or say goodbye. They are able to stop and chat to staff about their children at the beginning and end of the session so that any relevant information can be exchanged. Parents are kept informed by means of a notice board in the entrance hall and regular newsletters, which are attractively presented. A prospectus and an introductory leaflet provide parents with useful information about the setting and they are given a full set of policies. The complaints procedure is in line with current requirements and is included in the policies. However, parents are not given sufficient information on how to

make a complaint in the prospectus, or provided with the number of the regulator so that they can contact Ofsted should they want to. Parents' views are actively sought and suggestions made by parents are used to help identify areas for development in the self-evaluation process.

The partnership with parents and carers of funded children is good. Parents are given information letters about the topics being covered every term and the learning objectives. Parents are invited to make contributions and to talk to their children about the topics so that the learning can be extended at home. Parents are invited to consultations at the end of every term, when they can share in their children's learning records and discuss their progress. Parents are also invited to contribute to the learning records and some do so.

## **Organisation**

The organisation is good.

The staff are suitable, qualified and experienced. They have all had the necessary clearances to work with children. There are good systems in place to ensure that only persons who have been cleared are ever left alone with children. Staff regularly undertake training to update their knowledge and skills, and receive support and advice from a teacher from the local authority. There are recruitment procedures in place to ensure that staff are suitable and an annual appraisal system supports staff and ensures their ongoing suitability.

The premises are organised to give children a good range of activities and to enable them to be independent. The key worker system ensures that staff get to know children well and are able to meet their needs. An accurate register of children's attendance is kept.

All of the required documentation is in place and is maintained in an orderly and accessible manner. The policies and procedures have been reviewed recently and provide effective guidelines for the running of the group. Overall children's needs are met.

The leadership and management of the funded children is good. There is a small but effective committee who are aware of their roles and responsibilities. They keep in touch with what they should be doing by attending training and sharing information. The supervisor also keeps the committee up to date with developments. Staff meetings are held regularly and the staff are supported through the appraisal system. The setting is currently formalising its induction procedures. A thorough self-evaluation is carried out annually and is an effective tool in identifying areas for improvement and development.

## **Improvements since the last inspection**

At the last inspection the group was asked to continue to follow through a review and update of policies and the parent handbook. The prospectus and the policies have been updated and reviewed, providing information for parents.

For nursery education they were asked to ensure that adult-led art and craft activities provide challenges for all children and enable them to practise new or developing skills and express their own ideas. Children are able to express themselves using paint and are able to make their own items from resources selected by adults, but are not always encouraged to develop their own ideas in craft or select their own resources.

## 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.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

## 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 hand drying to prevent the risk of cross-infection
- provide information for parents on how to make a complaint and supply the name and address of the regulator.

### 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):

- increase opportunities in the daily routine for children to count and perform simple calculations
- provide challenges for children in their physical play, encourage them to develop their own ideas in craft and to further extend and develop their imaginative play.

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)