

Cheriton Bishop Playgroup

Inspection report for early years provision

Unique Reference Number	105950
Inspection date	27 September 2007
Inspector	Anne Legge
Setting Address	Church Lane, Cheriton Bishop, Exeter, Devon, EX6 6HY
Telephone number	01647 24314
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Registered person	Cheriton Bishop Playgroup Committee
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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Cheriton Bishop Playgroup has run one session a week at Cheriton Bishop School since 1997. The playgroup occupies the old school hall, and also has shared use of the school playground during break time. This session enables older children to experience the school routine before they start school. The group is registered for 18 children aged from three to five years and runs on Thursdays from 09:00 to 15:20. Three staff are employed at these sessions. There are 11 children on roll, all of whom receive nursery funding. One member of staff has an appropriate child care qualification and two others are working towards qualifications. The playgroup also offers sessions at the village hall on Monday and Tuesday mornings, from 09:00 to 12:00 and on Wednesdays from 09:00 to 13:20.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from eating exceptionally healthy snacks and meals. They enjoy very attractively presented selections of fresh and dried fruit, raw vegetables, cheese, ham and pitta bread for their snacks. Lunch packs contain well-balanced meals, including plenty of fruit, bread and yogurt. Staff work very effectively with parents in promoting children's good health, through the consistent provision of nutritious foods. Children maintain good fluid levels, as they drink milk or water at snack and help themselves to fresh drinking water whenever they are thirsty. There are good systems to ensure that any special dietary needs are recorded and met. Children play outdoors in almost all weathers, using the school playground for energetic games and activities. They enjoy using large climbing and balancing equipment or making patterns on the ground with water. They practise their throwing and catching skills, using balls and bean bags. Indoors, they use the space in the hall for physical activities, such as parachute games.

Children's care is good when they are unwell or injured. Two staff members have current first aid qualifications and records of accidents and medication are comprehensive and shared appropriately with parents. Staff are caring and efficient, when dealing with children's minor accidents. Children play in clean and hygienic premises, where they are well protected from infection. Staff ensure that the school hall and toilets are maintained in a clean condition during sessions and they carefully disinfect tables before snack and meal times. Children learn to wash their hands appropriately and they use warm water, liquid soap and paper towels in the toilet area, to prevent the spread of infection. After painting or other messy tasks, they use a bowl in the hall to wash their hands. Staff are meticulous in changing the water regularly, so that children are not at risk of cross-infection.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children's safety is given the highest priority within the playgroup. Staff have an excellent understanding of all safety issues and they ensure that children are closely supervised at all times. High adult ratios and good deployment of staff contribute to the very effective management of safety, both indoors and outside. Children's security is assured, as access to the hall is carefully monitored and doors cannot be opened by children. Staff accompany children when they leave the main hall, and they have no access to the kitchen. Children choose from an excellent variety of toys and resources, which are maintained in pristine condition, due to daily checking by staff for cleanliness and safety. Play materials are displayed at low levels, so that children can help themselves safely and independently.

Children use the school playground for outdoor play. Before leaving the hall, they are reminded of the group's extremely safe procedures for crossing the road. They wear red tabards, so that staff can always see them, when they share the playground with older children. There are excellent systems for supervising children in the playground, ensuring that they are never at risk.

Children play in the attractively organised school hall, where they can move around safely, accessing the excellent variety of activities provided. Staff carry out comprehensive risk assessments before sessions and ensure that any hazards are addressed. Unused electric sockets are covered and heaters are guarded. Indoor areas are very carefully checked for any dangerous

items left by other users of the hall. Children are exceptionally safe in emergencies, as evacuation procedures are practised at the beginning of each half term, and whenever new children attend. This enables all children to become very familiar with routines. Children have excellent protection from abuse or neglect, as all staff have a very clear understanding of safeguarding issues and procedures. Two staff members have recently undertaken training in this area and there are very effective systems for dealing with any concerns.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are very excited and highly motivated to learn through their play. They enjoy an excellent variety of activities and eagerly engage in the play experiences provided. Sessions are very well organised, including a carefully planned balance of free play and structured activities. Children make excellent use of the school playground, as well as the ample space offered by the hall. They interact constantly with staff and other adults, who very skilfully promote their development. Children are encouraged to become independent, as they organise their own play, pour drinking water or sweep up compost they have spilled. They display excellent levels of concentration, both in their chosen tasks and in whole-group activities.

Nursery Education

The quality of teaching and learning is outstanding. Staff have an excellent understanding of the Foundation Stage curriculum and constantly use questions and discussion very effectively, to promote children's knowledge and skills. They plan an impressive variety of topics and activities, which cover the whole curriculum and successfully meet the needs of individual children. Assessment systems rigorously track children's progress towards the early learning goals and include appropriate targets for future development. Staff use this information skilfully, to plan challenging activities, which enable all children to make excellent progress.

Children speak very confidently, clearly explaining their experiences or answering the very effective questions of staff, such as when discussing the names of items on the nature table. They develop a good understanding of letters, as they explore the sound of the week and share items from home, which begin with that letter. They enjoy excellent opportunities to use writing for different purposes, such as when making cards for family members or writing shopping lists in the role play farm shop, with very good adult encouragement and support. Children develop a love of books, as they share stories with staff, eagerly answering questions about the characters and plot. They count in a wide range of daily experiences, such as counting vegetables in the farm shop. They recognise numerals, as they park wheeled toys in numbered bays. Able children are very skilfully helped to extend their understanding of simple calculations, as they compare and combine groups, using bricks to represent people or objects. They recognise and discuss shapes as they thread necklaces or paint large shapes for a display, and they use mathematical language when comparing sizes of bottles in the water tray.

Children engage in exciting topics, such as 'materials', when they experience a wide variety of natural and man-made objects. They investigate the properties of wood, clay and leaves, and they plant bulbs in compost. They develop an excellent sense of time and place, as they discuss the adventures of the group's travelling teddy bear, and look at photographs of the places he has visited. Children enjoy many opportunities to use their senses, engaging in well-planned creative activities, such as using shaving foam, charcoal, paint, clay and compost, or responding to the smells and textures of natural resources. They make models with recycled materials and use dough, with added oats or rice. Children engage in very imaginative role play, which is

skilfully supported and extended by staff, who help them buy and sell farm produce. They develop excellent co-ordination in their use of small equipment, such as chalk, pens and jugs for pouring. They successfully negotiate large and small spaces, as they ride tricycles on chalked roads, or move around the hall. They climb and balance with very good control, using the school's challenging adventure playground or an indoor climbing frame at the village hall.

Helping children make a positive contribution

The provision is outstanding.

Children thrive in an environment where they feel valued and nurtured, and where their individual needs are fully met. All families are welcomed and included, and children are happy, settled and excited about attending the group. They become involved in the local community, through very close contact with the school, such as when using the school facilities and attending the Harvest Festival celebrations. The transition into school is very carefully managed and children are very well supported at this stage. Children's spiritual, moral, social and cultural development is fostered. They learn about cultural differences, as they celebrate a variety of festivals and use excellent resources, such as books, dolls and maps which reflect diversity. They learn to co-operate and share resources, as staff teach them strategies, such as asking for a sand timer, which help them to respect the needs of others.

Children's behaviour is exemplary. They respond to the staff's excellent strategies for managing their behaviour and willingly follow instructions. They enjoy constant praise and encouragement and staff very effectively pre-empt unwanted behaviour, distracting children before it occurs. For example, children comply with a request to use water bottles at a distance from others, and they are encouraged to move to another area, when they eventually become tempted to spray their neighbour. Children develop high levels of self-esteem, as staff consistently encourage them and value their efforts. There are excellent systems for monitoring and supporting children with learning difficulties and/or disabilities. Staff take every opportunity to provide extra support, so that children make very good progress.

Children benefit from the playgroup's very effective systems for sharing information with their parents. Staff know each family well and discuss children's care daily. They provide comprehensive information about all aspects of the group, making available all policies and procedures, the prospectus and other useful information, such as about healthy eating. Staff actively seek parents' views, such as by issuing a questionnaire about the quality of provision. Carers are encouraged to become involved in the work of the playgroup, by attending with their children before they reach three years of age, then joining the parent rota or committee. Partnership with parents and carers is outstanding. Parents receive comprehensive information about their child's progress towards the early learning goals. They meet regularly with staff to share records and children's current targets for development. They also receive termly reports, outlining the child's achievements in each area of learning. Excellent information is provided for carers, about current topics and activities, through half-termly newsletters. Consequently, parents are able to fully support their child's development and contribute to their excellent progress.

Organisation

The organisation is good.

Children are cared for by a very competent and enthusiastic staff team, who are committed to the continued development of their skills, by attending training. Leadership and management

are outstanding. The manager demonstrates inspirational leadership for the team. She role models excellent teaching skills and very effectively involves all staff in planning and evaluating activities, so that the learning needs of all children are met. The committee provides additional support and expertise, and all roles are clearly defined. There is a genuine commitment to constantly improving the quality of provision.

Children benefit from the playgroup's excellent organisation of time, space and resources. They play in an exceptionally safe and secure environment, where standards of health and hygiene are good. They enjoy an outstanding variety of activities, which very effectively promotes their development. Children's care is underpinned by all the required documentation, although systems for regularly updating them are not comprehensive, and the complaints procedures contain out-of-date information. The playgroup meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection, staff agreed to develop their understanding of safeguarding issues and procedures. Children's safety has now been improved, as all staff have a clear understanding of how to protect children, following the attendance of two staff at an appropriate training course and the sharing of relevant information.

At the last nursery education inspection, it was recommended that the routines for snack-time should be reviewed, to further promote children's independence. Children are now encouraged to apply their own spreads or to make their own sandwiches. They help themselves to fresh drinking water during the session, demonstrating good independence skills.

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.

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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):

- make sure that children's care is always underpinned by current and comprehensive documentation, including up-to-date complaints procedures.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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