

Eastington Playgroup

Inspection report for early years provision

Unique Reference Number	101782
Inspection date	08 February 2008
Inspector	Ruth Tharme
Setting Address	OHMG Building, Snakey Lane, Eastington, Nr Stonehouse, Gloucestershire, GL10 3AQ
Telephone number	07977342742
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Registered person	The Trustees of Eastington Playgroup
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 good.

WHAT SORT OF SETTING IS IT?

Eastington Playgroup opened in the 1970's. It is based in the Owen Harris Memorial Ground building in the village of Eastington. The group serves the village and surrounding rural areas. It is run by a management committee of parents.

There are currently 43 children from two to four years on roll. This includes 14 funded three-year-olds and nine funded four-year-olds. The setting can support children with learning difficulties and/or disabilities and those who speak English as an additional language.

The group opens five days a week during term. Sessions are Monday to Thursday from 09.00 until 15.00, with some flexibility, and Friday from 09.00 until 11.30.

Five staff members work with the children. The play leader has gained Early Years Professional Status. The group is a member of Gloucestershire's Parent and Toddler Association (PATA). They receive support from a Foundation Stage consultant from the Local Education Authority (LEA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is positively promoted. There are daily outdoor activities which means that children benefit from fresh air and exercise. Hygiene standards are high so any risk of infection is minimised. Everyday routines are well implemented so children learn about hand-washing procedures. First aid arrangements are well organised. Children receive appropriate treatment when needed. All staff members have completed relevant training, first aid equipment is readily available and parents have been asked to give prior written consent to seek emergency medical advice or treatment. This ensures that any treatment given is in accordance with their wishes. There is a well established exclusion policy for children with infectious diseases, so the risk of illness spreading is greatly reduced. Good quality documentation provides an accurate record of all accidents, and of any medication administered to children.

Children help themselves to drinks of water which are readily available throughout the day. There is a clear emphasis on healthy eating so children benefit from a well balanced diet. Snacks of fresh fruit are provided and parents are given clear guidance on what to include in packed lunches. Any food provided by parents is safely stored in the fridge which ensures it remains fresh for children to eat.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are clean, well maintained and are carefully organised to provide a warm, welcoming and safe environment for young children. Children's work is attractively displayed and staff take pride in ensuring that they feel welcome and comfortable. Children have plenty of space to play and move around freely. Good use of space means that quiet, cosy areas are readily available for children who wish to rest or play quietly.

Well organised procedures ensure that children make use of toys and equipment which are clean and meet safety standards. The range of resources available is wide and varied, so that children have access to a large variety of media and materials.

Children's safety is clearly promoted. Staff know about implementing health and safety procedures and are well deployed so children are effectively supervised and supported. The risk-assessment programme is reviewed regularly and clearly serves to identify and address danger to children. Evacuation procedures are practiced each half term so children know what to do in an emergency situation. A high priority is given to security which means that children cannot leave the premises unsupervised. Parents are asked to nominate authorised collectors and a password system is in use to keep children safe.

All staff members have completed relevant child-protection training. They are aware of the possible indicators of abuse and know how to recognise a child who may be at risk. Effective procedures are in place which means that they can support and protect children appropriately, should the need arise.

Helping children achieve well and enjoy what they do

The provision is good.

A good range and balance of activities help children to make progress in all areas of their development. Staff members notice what children say and do. They make use of this information to help plan and provide suitable activities and build on children's interests. During free play, children enjoy role play, craft, games, books and puzzles. The key-person system means that children have opportunities to interact with a consistent adult, which promotes positive relationships. Staff are warm and friendly so children feel safe and relaxed in their care. Children explore and investigate, making use of a variety of media such as soil, sand, water and foam. They make decisions for themselves as they make their own selections from the range of activities on offer throughout the session.

Nursery Education

The quality of teaching and learning is good. Children are making very good progress towards the early learning goals. Practitioners have an excellent knowledge and understanding of the stepping stones and how children learn. Planning is effective as there is a well-established programme of observation and assessment which forms a firm basis for future plans. Key workers have a clear knowledge of the children in their care which enables them to plan effectively for individuals. There is effective extension of activities to ensure that challenges meet the needs of more able children. Good use is made of available time and resources so children are well supported in their learning. Assessment of children's progress is used positively to set individual targets, keep parents informed and to aid children's transition to other settings, particularly reception class.

Children show curiosity and have a positive approach to new activities, joining in with enthusiasm. Children separate from their parents with support, only needing a few reassuring words from staff before settling to their activities. But, the organisation of staff at arrival times means that children are not always given this support immediately. There are strong friendships forming. Children seek out friends to share their experiences. They generally behave well, but the organisation of some whole group activities means that one member of staff is left to manage the whole group. This has an impact on children's levels of engagement and concentration. Children have a very good understanding of healthy practices, for example, washing their hands before eating so they don't get 'tummy ache'.

Children enjoy listening to favourite stories, such as 'we're going on a bear hunt' and join in enthusiastically with repeated refrains. They use language for thinking as they act out their roles in the Chinese restaurant. The environment is rich in text, such as menus, labels and books so children become familiar with the printed word. They make marks in a variety of ways using the white board, sand, pens and paper or chalks.

Children show a keen interest in numbers and counting. They register their names against a particular number on arrival, and enjoy activities such as sorting shapes into groups. They say with confidence the number which is one more or one less than numbers up to five. Children observe and use size language such as 'long' or 'short' to describe the length of objects.

Children construct with a purpose in mind using a variety of readily available resources. They enjoy using the computer, manipulating the mouse with skill. They talk about significant events, using their photograph books as a basis for conversation. They show a keen interest in the

world in which they live as children discuss issues such as litter and keeping their environment clean.

Children recognise and name colours, selecting them for a specific purpose. For example, choosing blue for the sky. They show an interest in the way musical instruments sound, making use of a large variety of instruments and listening carefully to tap out rhythms with tapping sticks. They actively use their imagination in role play and confidently express their feelings in a variety of ways such as music or role play.

Children move around the setting appropriately within the available space, negotiating pathways safely both in and out of doors. They show respect for other peoples' personal space and have an awareness of good practices with respect to personal hygiene. They use equipment skilfully, for example, constructing with large bricks, and using tools correctly. They use scissors to cut and can aim a ball between goal posts, developing hand-eye co-ordination.

Helping children make a positive contribution

The provision is good.

There is a strong emphasis on inclusion, which means that all children have their differences acknowledged and valued. Children are supported to make choices for themselves and to develop their independence. Staff know the children well so they are able to plan effectively for their development. Children learn about diversity through a range of well planned activities such as the celebration of Chinese New Year involving role play, craft activities and discussion.

Children with learning difficulties and/or disabilities are very well supported. Staff are well trained and knowledgeable. There is a clear and established programme of observation and assessment, and a strong partnership with parents and other professionals. This ensures that children benefit from a consistent and pro-active approach which promotes their ongoing development.

Children generally behave well. There is a consistent and sensitive approach which encourages and values good behaviour. Staff use praise appropriately and give reward stamps to acknowledge children's effort. Positive strategies such as using an hour glass encourage children to take turns fairly.

The partnership with parents is very good. An excellent range of high quality documentation ensures that parents are well informed about the day care provided. The prospectus, notice boards and newsletters are interesting and informative. Regular consultation means that parents are kept up to date with their child's progress. Effective strategies such as home diaries encourage parents to share what they know about their child and contribute to the assessment of their progress. Staff seek prior written consent before going on outings or taking photographs to ensure that care is in accordance with parent's wishes.

Children's social, moral, spiritual and cultural development is fostered.

Organisation

The organisation is good.

Well established procedures for appointing staff ensure that those employed to work directly with the children are suitable to do so. However, there are no arrangements in place to re-check staff members, so their suitability is not reviewed regularly to ensure children's safety. The play

leader has achieved Early Years Professional Status. Other staff members hold relevant early years qualifications and there is an effective induction programme. This means that they are well equipped to provide appropriate care for young children.

The setting is generally well organised, which means that overall, good use is made of staff, space and resources to support children effectively. A high ratio of staff to children is maintained to ensure that children receive good levels of adult support. The register is clear and up to date so an accurate record of children's attendance is maintained.

Children's confidentiality is protected as all records are secured in a locked filing cabinet. Documentation is routinely countersigned by parents to acknowledge that information has been appropriately shared. The certificate of registration and poster for parents are clearly displayed ensuring that relevant information is readily available for inspection.

The leadership and management of the setting is good. Staff members are well supported to fulfil their roles. Job descriptions provide clear guidance and the personal development programme encourages staff to extend their skills and knowledge. An extensive programme of self evaluation involving staff, committee members and parents means that the setting is able to monitor and evaluate the effectiveness of the provision. The staff team are enthusiastic and are clearly committed to ongoing improvement. Very strong links with the local school supports children's transition to reception class. The headmaster is a regular visitor to the group and children spend time in the school as weekly sessions are held there during the summer term.

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

Improvements since the last inspection

At the last inspection two recommendations were made. The group has made good progress in addressing these. Firstly, they were asked to ensure that the hours of attendance of children and staff are accurately recorded. Procedures are now in place to ensure that children are signed in and out by their parents which means that an accurate record is kept of their times of arrival and departure. Staff members record their attendance on the register so it is clear who is looking after the children

Secondly, the group was asked to improve the organisation of story and snack times. These sessions are now well planned so children are interested and engaged throughout.

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 ask to 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):

- implement strategies to ensure that the suitability of staff members is reviewed over time

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):

- review the organisation of arrival time so children are always effectively supported to leave their parents on busy mornings
- review the organisation of whole group activities to ensure that children's interest and engagement is maintained

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