

Fairford Playgroup

Inspection report for early years provision

Unique Reference Number	101477
Inspection date	10 October 2007
Inspector	Hilary Elizabeth Tierney
Setting Address	The Park, Leafield Road, Fairford, Glos, GL7 4JQ
Telephone number	01285 713176
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Registered person	The Trustees Of Fairford 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?

Fairford playgroup was established in 1970 and has been in its current location since 1993. The group operates from a purpose-built, single-storey building, next door to the local primary school. The group serves the town of Fairford as well as surrounding rural villages.

Fairford playgroup may provide care for 24 children aged between two and five years of age. The group opens five days a week during school term times. The group has sessions on Mondays and Tuesdays from 08.45 until 11.45 and 12.45 until 15.15, children that stay all day have lunch between 11.45 and 12.45. Sessions on Wednesdays, Thursdays and Fridays are from 08.45 until 12.45. The group offer early bird sessions during the week from 08.30 until 08.45 for parents who need to be at work. There are currently 42 children on roll. This includes 33 funded three-and-four-year old children. Support is given to children with learning difficulties and disabilities and those who have English as an additional language.

There is a team of five staff who work with the children. Over half the staff have recognised early years qualifications which include National Vocational Qualifications at level 3. The setting

receives support from a Foundation Stage consultant from the Local Education Authority (LEA). The group is a member of Gloucestershire's Parent and Toddler Association (PATA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are beginning to learn about good health and hygiene procedures. They are encouraged to wash their hands before meals, snacks and after using the toilet. Brightly coloured soap dispensers help to encourage children to wash their hands and their independence. Paper towels are used to help prevent the spread of infection. Staff are good role models and children see them cleaning tables with anti-bacterial sprays and wearing gloves when changing nappies. Children's health is well protected. They do not attend if ill. All written parental permissions are in place and parents are contacted if their child becomes ill when at the setting.

Children learn healthy eating. They are offered a good selection of fruit at snack time. This is a social time, children sit well and chat with each other and staff as they eat. Some children stay for lunch. Parents may send a packed lunch or a hot meal can be ordered from the nearby school. Children eat very well and enjoy their snacks and lunch. During snack time however, staff do not always encourage the older children to pour their own drinks. Children do have easy access to drinking water during the sessions, a small water cooler is placed on a low table with cups nearby. Children were observed using this when they require a drink. They are able to use this with no help from adults which helps to develop their independence. Staff have a good awareness regarding the individual dietary needs of children and meet these well.

Children have good opportunities to explore and develop their bodily awareness. They have access to an enclosed outside play area, which has a low impact surface, play house, sandpit and an enclosed wooded area where children may explore alone or with staff. Children were observed playing very happily on cars, bikes, with paper streamers, bubbles created by themselves and staff. They were seen collecting leaves from the surrounding trees, looking at insects, tying their streamers to the trees to see what would happen to them. Children thoroughly enjoy their time outside. Children are taken on regular visits to the Forest School where they may explore the woods.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in an extremely welcoming environment. There are displays of children's work around the room which gives them a sense of belonging. Children have easy access to an excellent balanced range of resources. These are clearly labelled boxes, which help children start to recognise the names of items.

Children are safe both inside and outside because staff are vigilant and supervise children well at all times. Regular risk assessments are completed which help to minimise the potential risks to children. Staff help children to understand how to keep themselves safe as they play, through clear explanations, for example, when children are going outside staff tell them to be careful as the play house floor is wet and slippery. Clear policies are in place to help keep children safe, for example, hot drinks are kept in the kitchen area. All staff and parents are consistent in this practice. Regular evacuations procedures are completed and recorded. The front doors are double locked when children are present which helps to keep them safe.

Children are well protected. All staff have completed child protection training, they are all clear about the procedures to follow should they have any concerns. Records of children's existing injuries have not always been kept in detail and shared with parents. Staff are clear about procedures to follow in the event of an allegation of abuse being made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle quickly into the environment very happily. They are greeted by the staff and each other as they arrive. They have a good selection of well planned activities which helps them develop their skills and learning. There are good interactions between staff and children. Staff take time to listen and talk with the children. Children take part in the stimulating range of activities with enjoyment and excitement. They are eager to learn and explore. For example, children were observed during a painting activity, experimenting with the items provided. They roll the cars along the paper, use brushes and their hands to make prints and patterns. The large piece of paper is on the floor and several children join in the activity. They squeal with delight and excitement as they cover their hands and paper with paint.

Good relationships between staff and children are developing. Staff interact well with children, they ensure children are reminded to share, take turns and think of others around them. The key worker system works well and is beginning to help staff build on these relationships effectively. Children are able to develop their imagination and role play skills well. Children observed played happily and co-operatively together in the home corner area. Children enjoy taking part in singing and games outside, for example, all take part outside in singing games such as 'the farmer's in his den'.

Nursery Education

The quality of teaching and learning is good. They have good opportunities to start to develop their mathematical language and understanding with clear open questions asked by staff, for example, 'how many do we have?' 'how many more do we need'. Children have easy access to books. The home corner is cosy and inviting, children were observed looking at books together and alone. They understand the concept of turning pages and the meaning of words. Easy access to writing materials encourages children to be able to make marks and start to write their names. Children concentrate well during circle time and take part in stories with enjoyment. Children have good opportunities to develop their creative skills through well planned activities, for example, children take part in woodwork activities where they are able to use hammers, nails, clamps and saws. This activity is carefully supervised and children thoroughly enjoy it. They are able to make their own model and proudly show it off to the other children and staff when they have finished it. Children are starting to understand and recognise numbers by using their fingers to count.

Children are making good progress in all areas of learning because the staff have a clear understanding about the Foundation Stage and the learning outcomes. Key workers know their children well and observe and assess their progress, but this still does not enable all staff to track children sufficiently to help them move children on to their next stages of learning. Children are happy, content and settled as they play. They interact well with each other and staff. Children are able to develop their independence, they can visit the toilet with little supervision from the staff.

The use of time and resources is well planned. There is a good balance between adult-led and children being able to select freely resources. Activities are flexible and staff allow children to develop them how they wish. Children enjoy taking part in all activities, this is because staff take an interest in what they are doing and saying, praising and encouraging them as they complete tasks.

Helping children make a positive contribution

The provision is good.

An excellent range of resources are used effectively by staff to help children understand about the world around them. Children are given a sense of belonging, they are able to show their work to others in the group and have their own labelled drawers where they put items they have done ready to take home. They also sing a play group 'goodbye' song before they go home. Staff offer good support to children with learning difficulties and disabilities and children who have English as an additional language. They are welcomed into the group warmly and staff work closely with parents and outside agencies to help them provide the care children require.

Children are well behaved. Spiritual, moral, social and cultural development is fostered. Children understand the boundaries set by staff. They demonstrate a good awareness of these as they interact, share and take turns as they play. Children understand right from wrong and respect for others. Staff are very good role models. They talk to children and each other with respect and have a calm, caring approach as they deal with the children. Reward cards are used for all children, these are used effectively to encourage children to behave. Comments written in them are shared with parents and the child. Children are proud of these and show their parents when comments have been written. Natural use of praise and encouragement used by the staff encourages children to respond with good behaviour.

Partnership with parents is good. Children benefit from this relationship that has developed between staff and parents. Good information is shared with parents through daily communication with key workers, newsletters, home to play group books, meetings about the Foundation Stage curriculum and regular questionnaires help staff provide a good service. Parents spoken to are very happy with the amount of information they receive, they state the staff are approachable and provide good care for their children. Parent helpers are involved and help support children's play effectively. They have a clear understanding about the complaints procedure and how to use it.

Organisation

The organisation is good.

Leadership and management are good. Staff are committed, energetic and thoroughly enjoy their time with the children. Adult to child ratios are good and staff are deployed well during the sessions to ensure children are safe and happy. Staff work well as a team and work hard to ensure the activities they provide for the children are exciting, stimulating and help the children to learn and develop. The committee offers excellent support for the staff. Both staff and committee are receptive to new ideas and committed to improving the care they provide. There are good systems in place to help identify staff's needs for future training and are linked to yearly appraisals. Clear recruitment procedures ensure that children are protected whilst at the playgroup.

All policies and procedures are shared with parents and regularly reviewed, however the complaints procedure has not been updated with the correct address and contact number of the regulator and there is not a clear system for keeping any records of complaints. Registers are clear and up-to-date and a record of visitors is maintained. The registration certificate is displayed clearly which enables parents to see the conditions of registration. Staff are very aware about the need to maintain confidentiality and all documentation is stored securely.

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

Improvements since the last inspection

Care

The provider had one recommendation from the last inspection. This was to ensure the times of attendance of children and staff are recorded and policies are updated. These have been completed successfully. Parents are now responsible for signing their children in on their arrival and out on departure from the group. Staff ensure these registers have been completed as children arrive into the group.

Nursery Education

From the last inspection the provider was required to improve the challenges for older/more able children to help them to use and extend their skills, for example, when writing and solving simple practical problems. Staff have developed activities so they are challenging to children. They have developed a variety of activities, so that children are able to practise their writing skills and problem solve as they play.

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):

- develop further the complaints procedure, so that it includes the address and telephone number of the regulator and improve systems for the recording of any complaints.

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):

- continue to develop the evaluation and future planning of activities so that all adults are able to recognise targets for children and support them effectively.

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