

Tredington Teddies Playgroup & Toddler Group

Inspection report for early years provision

Unique Reference Number	101693
Inspection date	09 October 2007
Inspector	Angela Cole
Setting Address	Tredington Primary School, Tewkesbury, Gloucestershire, GL20 7BU
Telephone number	01684 293617
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Registered person	The Trustees of Tredington TeddiesPlaygroup & Toddler Group
Type of inspection	Integrated
Type of care	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.

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?

Tredington Teddies Playgroup and Toddler Group first opened in 1981 and is managed by a voluntary committee of most current parents. It is situated within a single-storey building in the grounds of the primary school and shares the space with the reception class at times during sessions. The playgroup has its own enclosed, outdoor, play area. Children also use the school playground and adventure playground. A maximum of 24 children may attend the playgroup at any one time. The group is open on weekdays during term times from 08.45 to 11.45 and intends to open on Tuesday from 08.45 to 15.00 when full day care is offered. Babies and younger children with their parents and carers are welcome at the Tuesday afternoon and Thursday groups.

There are currently nine children from two years nine months to under five years on roll. Of these, three children receive funding for early education. No funded children have learning difficulties and/or disabilities or speak English as an additional language, though the staff have experience of supporting such children.

The playgroup employs three members of staff. Of these, two hold appropriate early years qualifications and one is working towards a qualification. The staff welcome support from parents on a rota basis. The group has close links with the school and is supported by a fieldworker from the Gloucestershire Playgroup and Toddler Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have good opportunities to learn the importance of exercise and fresh air as they move freely indoors, in the garden and on challenging climbing and balancing equipment. They go on regular walks around the school grounds, for example, to hunt for rabbit holes or conkers. They are well engaged in activities requiring strength or co-ordination, as they roll out large quantities of dough and use bandages on a 'baby'.

The children thrive because staff follow effective practices to meet their health needs. For example, adults ensure the play environment is clean, use colour-coded cloths and bowls, and always wash their hands after wiping young children's noses. Children learn the importance of good personal hygiene through well planned routines. These include singing, 'This is the way we wash our hands' to ensure they use soap and rub for an effective time. Children receive good continuity of care through sharing information with parents about accidents and medication, and they are well cared for if they are ill.

Children have free access to drinking water and enjoy learning to pour their own milk or water at regular snack and meal times. They enjoy varied, well presented, nutritious snacks that comply with all special dietary requirements to meet their needs. Parents receive daily information on the snack menus and advice on how packed lunches can be safely stored to maintain children's health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy coming into the warm, welcoming environment with many bright displays, including some at their height. The premises are cleaned daily, suitably maintained and kept at an appropriate temperature to ensure children's safety and comfort. Children have ample space to play, such as the large, imaginative-play area, though they share the room with some school children at times during the session. They have access to a wide range of resources that are safe and suitable for the age range and effectively supports their development.

Staff effectively implement health and safety procedures to promote the children's safety. Children play in a safe, secure environment as staff take appropriate steps to minimise potential hazards and supervise them constantly. They learn to take responsibility for keeping themselves safe in regular fire drill and staff give them reminders of dangers with helpful explanations. For example, children clear toys away before beginning to dance as they realise they may fall over these.

The staff safeguard and promote children's welfare and have all the required procedures in place. They update their first aid certificates and regularly attend courses on protecting children. Staff are familiar with, and actively refer to, detailed child protection policy and procedures so

they have a comprehensive understanding of child protection. As a result, any issues would be dealt with sensitively and effectively, ensuring the welfare of the children and families concerned.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their play at the group. They are active indoors as well as in the well-developed outdoor area with a willow 'wigwam', building logs and all-weather boards for drawing and writing. The wide range and balance of activities helps children to make good progress in all areas of their development. The daily programme is effectively based around 'Birth to three matters' and Foundation Stage frameworks so children take part in a good variety of activities. Children highly benefit from long, free-play periods that effectively encourage their concentration and independent play. Staff carefully observe and record what children do to support their chosen activities. Young children make good progress with their language and thinking skills. They engage in frequent conversation and recognise shapes to complete complex jigsaws and describe dough cutters. They gain a good sense of their environment as they feel comfortable in the school setting. They often explore the natural world, for example, watching the regular farming activity in an adjacent field.

Nursery Education

The quality of teaching and learning is good. Overall, staff have a good understanding of the Foundation Stage, so that children make good progress in all six areas of learning. In communication, language and literacy, children talk freely about their play and ideas, ask questions and learn many new words, such as 'hyacinth'. They notice different sounds, such as a passing tractor, and learn letters through play with words. They recognise their names from an early age, are familiar with many of the clear labels and become engrossed in books and stories. Staff use effective teaching methods as they encourage children to benefit from meaningful experiences, such as naming their own work when they are ready. They make good use of spontaneous learning, for example, when children notice words on an apple.

Staff have high expectations so that children make good progress in relation to their starting points, for example, in mathematical development. From an early age, children solve their own problems as they construct, build and make patterns. They volunteer information, such as how many cups are needed for the group, adding one more for a member of staff. They gain a good, practical understanding of shape, space and measure as they compare sizes of family members, press dough 'down' and 'half' fill a pot with peat. Children gain a good knowledge of the world about them through eager exploration of varied materials, objects and living things. They confidently use technology to photograph their activities and dance to patterns from an interactive board. They look closely at bulbs and seeds for planting, handle African snails and experiment as they pour paint and burst a resulting bubble. Staff effectively challenge them, for example, to recall what they saw the farmer doing yesterday and to fly their 'kites' on a windy day.

Staff effectively plan the learning environment and activities to suit children's needs, though do not clearly link written plans to children's assessment through the stepping stones. They closely observe children and support their interests, for example, by inviting a mother and baby to extend play with dolls, and to value their creativity. Children eagerly join in favourite songs, freely access an exciting range of instruments and spontaneously dance to music. They have free access to a wide range of tools and materials to use for their own ideas. They respond through all their senses to explore different textures and colour, for example, of gold and silver

trimmings for their Christmas plant pots. Children notice and imitate what adults do; they become engrossed as, for example, they bandage and 'inject' willing staff and move on to caring for animals and a 'snake' through adults' open questions and supportive comments.

Helping children make a positive contribution

The provision is good.

Children settle well and gain good self-esteem in this intimate group. They are happy, form strong attachments to the small team of staff and gain confidence to enjoy themselves as they play together. All children are effectively included and their individual needs are well met by the caring adults. They continually make choices for themselves and have equal access to the toys and activities. Very young children learning English as an additional language receive good support. Staff learn basic words of their first language to use as necessary and a pictorial aid is available to help them understand the basic routine.

The children are caring and willing to help the younger ones. They learn to value differences as they play alongside others with disabilities, and use resources showing positive images, including a travelling family's 'caravan'. Staff managed the children's behaviour consistently with sensitivity so they receive warm praise as they share and take turns, for example, at the easel. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. New families share details so children are effectively supported in the group following their wishes. Parents receive clear information about the playgroup and curriculum so they are well informed about their child's care and education. They feel relaxed in the room where they see their children playing and have good access to bright displays and neat notices. Parents are well informed about their children's progress so they are able to support them effectively at home. They receive daily sheets about the session and regularly share their child's progress records, which they sign though do not add comments. The children's 'scrapbooks' are sent home each half-term and parents talk about these with staff at regular occasions to which they are invited, such as Harvest.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. The playgroup is well organised with robust procedures for appointing and vetting new staff, though their on-going suitability is not sufficiently checked. Children are effectively cared for as senior staff are well qualified and experienced. Each member of staff is pro-active in identifying and attending training to update their knowledge and in implementing new ideas to further children's enjoyment, progress and development.

All regulatory documentation is in place and used well to promote children's good health, safety and well-being. For example, the register accurately shows the attendance hours of children, staff and visitors, and the group has set up a log to record any complaint that is compliant with requirements. The children receive good support and attention because of the high ratio of attentive adults. The group makes good use of space and resources in its new premises. Children's independence is well fostered as storage and other facilities are close at hand, including access to outdoor play.

Leadership and management are good. Children's progress towards the early learning goals is effectively supported as staff work well together and share responsibilities. The children's

achievements and plans are closely monitored to identify and address any gaps in the curriculum. Staff receive strong support from the management committee and are highly committed to reflect on their practice to improve the opportunities for children's learning.

Improvements since the last inspection

The previous care inspection required the setting to improve resources for children's activities and staff's management of behaviour. Following re-location to the current premises, the group is now resourced with good quantities of suitable toys and equipment. Most are stored at the children's level for them to freely access so their play needs are met. Staff now follow a clear behaviour policy so that children benefit from consistent management that takes good account of their stage of development. As a result, children are helped to make a positive contribution to the provision and the wider community. The playgroup was recommended to improve staff qualifications, security and fire practice procedures. The staff have worked hard to implement an on-going training plan to gain qualifications. This has ensured that children's care and development are now effectively supported. Staff keep a detailed fire log and have made the premises secure with a door buzzer and locked gates. As a result, children are safe and cannot leave unaccompanied.

The previous education inspection required the group to extend staff's knowledge of the Foundation Stage, their support for children, use of time, opportunities for learning and monitoring of the educational programme. Staff have successfully reorganised the group's routine and session planning. Children now have long periods of time and good opportunities to choose and develop their own play ideas and begin to become independent learners. Through ongoing training, staff have considerably increased their understanding of the stepping stones so they offer children effective support and appropriate challenges. The adults are involved in a team approach to teaching so they share responsibility to support different activities and play areas. They effectively monitor plans so that all aspects of learning receive regular attention. For example, children now show good interest in everyday and Information Technology, and use early mark-making skills for their own purposes, for example, in an attractive writing area. These improvements have had a positive effect so children now make good progress in all areas of their learning.

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 the 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

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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 there are effective procedures in place for checking the on-going suitability of staff to work with children.

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):

- link assessment that includes parents' comments to the planning for indoor and outdoor play so this shows how the needs and interests of individual children are met.

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