

# Bisley Pre-School Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	101734
<b>Inspection date</b>	01 February 2008
<b>Inspector</b>	Angela Cole
<b>Setting Address</b>	Bisley Bluecoat School, School Lane, Bisley, Stroud, Gloucestershire, GL6 7BE
<b>Telephone number</b>	01452 770102
<b>E-mail</b>	
<b>Registered person</b>	The Trustees of Bisley Pre-School Playgroup
<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.

### WHAT SORT OF SETTING IS IT?

Bisley Pre-school Playgroup is managed by a committee made up of parents of children at the group. It opened in 1970 and operates from a classroom, an enclosed outside area and the main school playground at Bisley Bluecoat Primary School near Stroud, Gloucestershire. A maximum of 14 children may attend the playgroup at any one time. The group is open during term times on Monday, Tuesday, Thursday and Friday from 09.00 to 12.45.

There are currently 17 children aged from two years nine months to under five years on roll. Of these, 13 children receive funding for early education. Children come from within the village or from the surrounding areas. The playgroup currently supports a number of children with learning difficulties and/or disabilities.

The playgroup employs two members of staff who both hold appropriate early years qualifications. The staff are supported by a regular helper and parents on rota duty. The group has close links with the school and is a member of the Gloucestershire Playgroup and Toddler Association.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The children have very good opportunities for exercise and fresh air during long, outdoor playtimes and indoor movement to music. They climb the steep steps in the play house, balance on planks and stilts and gain very good control of wheeled toys on sloping ground around the edges of the spacious playground. Children neatly use a very wide variety of materials and small tools to paint, glue and cut.

Effective procedures such as regular cleaning routines and children handling and hygienically disposing of their own tissues, sustain high levels of healthcare and help prevent the spread of infection. Children learn good hygiene routines, for example, regarding handwashing. The children's care is suitably consistent with that at home as most accident records are signed. Staff discuss administered medication, though do not obtain the parents' signatures on the records.

Children have free access to drinking water and regularly choose between milk and water with food so they do not become thirsty. They enjoy varied, well presented and nutritious snacks that comply with all special dietary requirements to ensure they remain healthy. They benefit from the fruit and vegetables available and many are willing to try new tastes introduced, including humus and pitta bread. Parents are invited to contribute to the children's understanding of a healthy lifestyle, for example, regarding the contents of their lunch boxes.

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

The provision is good.

The children are safe in a bright, cheerful environment that is clean and well maintained. Staff have given excellent thought to arranging the compact, indoor premises so children choose from the many well-resourced, attractively presented activities. Outdoors, children have free access to the wide range of suitable toys and equipment set out each day. The resources are all highly suitable for the age group attending. Access to the provision is closely monitored to keep children safe. This because the building and enclosed play area are secure and staff remain vigilant in the playground where the public has a right of way. Risk assessment helps to reduce hazards for children and staff monitor any accidents to increase the children's safety.

The children's welfare is given high priority and the staff's clear understanding of first aid and child protection issues safeguards them. This is underpinned by clear procedures to support adults to take appropriate action in the event of any concerns, though the policy includes an outdated, local reference. Children effectively learn to think about keeping themselves safe as they discuss road safety and hear explanations from staff, for example, regarding use of chairs. They benefit by taking small risks in controlled circumstances when they negotiate sloping ground around the playground.

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

The provision is outstanding.

Children are very happy and thoroughly enjoy their time in the playgroup. They form strong attachments to staff and each other, gaining confidence and enjoying themselves as they play together. The careful balance of activities helps children to make excellent progress. This is

because the daily planning is securely based around children's needs and the 'Birth to three matters' and Foundation Stage frameworks. As a result, staff ensure that children take part in an exceptionally wide variety of stimulating activities covering all areas of their development. Young children have superb support to develop their early language skills as, for example, staff strive to understand what they say by making strong eye contact and getting down to their level. They are very highly supported to make independent choices by organising their own activities, such as sprinkling glitter on water. They gain an exceptional sense of the world around them watching the wildlife, including squirrels in the trees, and visiting exciting places in the local community, such as the pond and arboretum.

## Nursery Education

The quality of teaching and learning is outstanding. Children make excellent progress towards the early learning goals in each area of learning. Both staff have highly secure understanding of the Foundation Stage and of how children learn so they continually support individual children to extend their thinking. Planning is absolutely focused on children's different learning needs and keen use is made of their interests so they are well focused and move towards being independent learners. Staff relate exceptionally well to each child, using spontaneous discussion creatively to develop their learning and thinking across all areas of learning. They respond flexibly to their ideas and interests, and most effectively modelling suggested activities and supportive behaviour. Children make excellent use of attractive, stimulating outdoor resources during the long period of play planned each day in the fresh air. For example, children are absorbed in role play with 'tools' to repair the buildings and have the freedom to explore loud sounds for as long as they wish.

Children have excellent support to confidently use language to negotiate and to build up a wide vocabulary, including names of clothes such as 'dungarees'. They listen intently in small groups and confidently express their needs and preferences. Children hugely enjoy rhythm activities, including 'tapping teddies' and distinguish different sounds. They eagerly join in stories, including ones about sharing, and know words have meaning. They recognise each other's names and make excellent use of writing materials, for example, to take 'orders' in an outdoor 'restaurant'. Children show a keen interest in numbers and use them spontaneously in their play, for example, to say how many croissants they have eaten. Children eagerly count and ask for five more minutes on the timer. They spontaneously group toys, such as animals, and are absorbed in comparing shapes and sizes, for example, to find a 'bigger circle' for a picture.

Children gain an excellent knowledge and understanding of the world. They enthusiastically recall and describe significant family events. They investigate a very wide range of objects and materials, for example, in play with 'glittery' water and clay with 'slip'. They design individual, complex models with different tools using recycled materials. A keen interest is shown in technology; children carefully develop computer mouse control and are absorbed in changing the batteries of a whisk. They show a keen interest in the environment, discussing the effect of the weather on their routine, growing plants and vegetables and investigating a farmer's tractor. Children's creativity is highly valued. They show great interest in what they see, smell, taste, hear and see, for example, to model, to paint and to discuss the winter flowers, such as snowdrops. Children enthusiastically respond to changes in rhythm and the different sound of instruments. Their role-play is excellent with consistent support to imitate adults and learn through a very wide range of stimulating resources, for example, in the 'cafe' or 'castle'.

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

The provision is good.

Children are known and supported as individuals in this small, caring group. They settle well as the adults are very attentive to their feelings and the wishes of their parents. They gain good self-esteem as staff calmly create frequent opportunities for them to make their own decisions. Staff make sure resources give them experience of individuals from the wider community for them to develop a positive attitude to others. Spiritual, moral, social and cultural development is fostered.

The children with additional needs receive individual support that well meets their requirements. This is because staff work closely with their families and are willing to contact other agencies. All children are particularly well supported to learn to be considerate and polite towards others. This is achieved through staff's most effective modelling of behaviour, their consistent, shared methods and frequent encouragement through sincere praise. Older children remind others of rules, such as eating with their mouths closed, and successfully learn to how to discuss sharing equipment.

Partnership with parents is good. Families are aware of the children's progress through regularly coming into the group to join in the activities and by seeing the children's scrapbooks. However, parents are not regularly encouraged to share and contribute to children's records of progress. Families receive clear information about the group and curriculum so they are well informed about their children's care and education. Staff develop strong relationships with parents who have good opportunities to be involved through management and valued, day-to-day support.

## **Organisation**

The organisation is good.

All regulatory documents are in place and these are well used to promote children's safety and well-being, though parents are not asked to sign all health records. The group's day-to-day, operational plan works extremely well, though recently revised policies are not updated to reflect the setting's good practice. Some aspects are not fully implemented, such as frequent fire practises and ongoing checks of staff's suitability. The record for any complaint is compliant with requirements and includes the necessary information. Registration systems for children, staff and visitors are clear and detailed.

Children settle well in the attractive, highly resourced, child-orientated environment. They have very good freedom of choice regarding their toys and activities. Their ideas are sensitively supported by qualified, experienced and attentive staff who regularly update their effective skills through training and reading. Children are particularly well supported by the generous ratio of adults and they benefit highly from individual attention throughout sessions. The setting meets the needs of the range of children for whom it provides.

Leadership and management are good. Children's excellent progress towards the early learning goals is highly supported as the leader gives very clear guidance on implementing the educational programme. The management is enthusiastic in raising funds; it is supportive towards staff's professional development and their close teamwork. The group has strong ability to monitor the nursery education by reflecting on practice and implementing new ideas to further improve children's learning opportunities. In this way, the leadership shows high commitment to promoting an inclusive environment in which every child matters.

### **Improvements since the last inspection**

The previous care inspection recommended the setting to improve procedures for assessing risks and to revise the group's policies. Risk assessments are now completed for the premises and outings. These include potential hazards to children in relation to the playground's public right of way, risks to staff from high-level storage and outings to the village hall. Staff regularly check these areas so the children's safety is enhanced. The group has revised its written policies and procedures, including those concerned with duty parents, visitors, inducting new staff, children with serious medical conditions, bullying, complaints and child protection. As a result, these more fully reflected current practice and comply with legislation, though a few aspects remain for updating and implementation to support the children's care.

In the previous education inspection, no significant weaknesses were noted and the group was asked to further consider teaching with regard to assessment and planning. The staff have continued to develop written records. These clearly demonstrate their understanding of planning and evaluation in the setting, and their assessment of children's progress across all areas of learning. As a result, the support for children's progress in learning is outstanding.

### **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**

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 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):

- ensure the written records of accidents and of medicines given to children are signed by parents
- ensure all policies and procedures are up-to-date and are implemented consistently in order to promote the children's health and safety.

#### **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):

- provide opportunities for parents to regularly share and contribute to information on their children's progress towards the early learning goals.

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)