

Bramford Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	251421
Inspection date	05 November 2007
Inspector	Emily Alderson
Setting Address	Duckamere, Bramford, Ipswich, Suffolk, IP8 4AJ
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Registered person	The Trustees of Bramford Pre-School Playgroup
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?

Bramford Pre-School Playgroup opened in the village hall in 1969 and moved to its current venue in 1972. The group meet in a mobile classroom beside the local primary school. A maximum of 20 children may attend the playgroup at any one time. The playgroup is open five days a week offering morning sessions from 9.00 to 11.30 and four afternoon sessions from 13.00 to 15.30 term-time only. All children share access to a secure enclosed outdoor play area.

There are currently 30 children aged between two and five years of age on roll. Of these, 21 children receive funding for early years education. The playgroup currently supports children with English as an additional language. Children have access to a playroom, toilet facilities and a large, well equipped, enclosed outdoor play area.

The playgroup employs six members of staff. Of these five hold appropriate early years qualifications. The group also receive support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children attend a setting which has good health and hygiene practices. All staff have attended a food hygiene course and implement good hygiene procedures. When staff prepare snack, cross-infection is minimised as all staff wash their hands and clean the tables with an antibacterial spray. The food is correctly stored in the fridge and cupboards. Nappy changing facilities are good, staff wear gloves and dispose of the nappies hygienically. Children learn to understand simple good health and living as they demonstrate an understanding of why they wash their hands and explain 'when you touch our pet snail your hands are all dirty and the germs need to be washed away'. They independently wash their hands after toileting and also before eating snack. Children are developing a good understanding of healthy eating through discussions with staff and activities such as playing games. For example, a game that asks the children to distinguish between healthy and non-healthy foods.

Children receive good care when they are ill or had an accident because all staff at the setting are trained in first aid. In addition, they have a well equipped first aid box readily available in the hall. Should children have an accident at the setting they are well cared for and their accident is recorded on a sheet and shared with parents. Should any medicine be given at the setting the parent is required to complete the medicine book giving their prior written permission. However, the setting do not request written parental permission for emergency medical attention and treatment. Consequently, children's well-being in a medical emergency is potentially compromised. If children are unwell parents are contacted and asked to collect them. They are advised of the length of time they should stay at home through the setting's policy and the communicable disease chart.

Children's physical play experiences are well promoted because the setting have a very well resourced, large area for children to use. Children thoroughly enjoy being outside and show their excitement when the staff tell them that they can go out to play. Children use their bodies in lots of different ways as they use the resources available to them. They pedal proficiently on the bikes and also enjoy pushing others, racing each other on the path around the building. They have an awareness of health and their body and demonstrate this by independently accessing water from the jug provided, especially after they have been outside. Children understand the need to wear a coat when they play outside and comment on how hot they are when they are back indoors. Children capably use tools such as scissors and cutlery at snack time, demonstrating their hand and eye co-ordination.

Children have their health and dietary needs well met and increase their understanding of healthy living as the setting provides the children with healthy nutritious snacks. Snacks include a variety of different foods such as a selection of fruit, crackers with marmite, cream cheese and sandwiches. Children make choices from the daily selection. Children access water throughout the session and have squash and milk at snack. Children with food allergies are well protected as all staff are aware of individual dietary needs and are reminded by the note in the kitchen. All food provided is according to parents' wishes.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The environment is warm and welcoming for children, staff, parent and carers because staff make it an inviting setting for all children. The walls are brightly decorated with children's art work, displays and posters. The space is well-organised giving the children plenty of space to play. The room is split into different areas with a carpeted area and a lino area for messy play. In addition, children have a large garden area to play in and access the toilets and their pegs in the hallway. Resources are all available in low-level drawers and boxes so that children can help themselves to what they want. The toys available are in good condition and are regularly cleaned by the staff as part of the cleaning rota. The resources are often checked, anything deemed unsuitable is removed. There is a range of resources catering for the range of ages and abilities of the children who attend.

The setting's arrangements meet health and safety guidelines because staff are aware of the hazards and risks and minimise them through assessments. A daily risk assessment is completed ensuring that the building is suitable for children. For example, the staff cover electrical sockets and cleaning products are out of children's reach. However, outdoor risks are not minimised prior to the children accessing the garden area. Therefore children's safety could be compromised. Systems to manage entry are satisfactory. The front door has a high handle so that children are unable to leave the premises unsupervised. Staff monitor who comes into the setting as one member stands by the door greeting parents. If someone other than a named person collects the children they are asked to give a password to gain entry into the setting. Children are learning to keep themselves safe through regular discussions with the staff. They are developing an understanding of the highway code as staff often discuss road safety with them as they regularly go on walks in the local area.

In the event of a fire children are protected as the staff practise fire drills with the children so that they are familiar with the procedure. The staff would evacuate the building and congregate in the school next door. In addition precautions are taken, the setting have a fire blanket in the kitchen, fire extinguishers and a smoke detector which is regularly tested. Children are safe on outings because staff ensure that the ratio of staff to children is low, which allows each child to be fully supervised. Children walk sensibly beside staff holding hands. The staff take a first aid kit, the register and a mobile telephone. Prior to the children going on their outing a member of staff conducts a risk assessment of the route and the area to ensure that risks are known. Parents give prior written permission for their children to attend outings.

Children are protected because staff understand their role in child protection, they have all attended training and are able to put appropriate procedures into practice when necessary. The setting has systems in place to record any incidents that may occur and they have literature to guide them should they need to make a referral. The setting's policy informs parents of their duties however, does not outline procedures if an allegation was made about a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children are encouraged to be confident and develop their independence at the setting. The children happily enter, waving goodbye to their parents, selecting an activity. The children feel safe in the environment and are clearly very settled. The resources are invitingly laid out for children to access. Staff enthusiastically praise children's efforts, which gives them the

confidence to try new activities. They act as very good role models and are always available to support and guide the children through new tasks. Children show an interest in their activity as they are able to self-select, making choices about how they want to spend their time at the session. All resources are freely accessible to the children so that they can be fully involved in their play. The setting provides them with a wide range of fun and meaningful activities covering all areas of learning. The room is split into different sections so that children can maximise on their play. Children are involved in a range of activities such as constructing models, sticking and painting, drawing, cutting and making puzzles.

Further to the resources at the setting the children are regularly taken on outings. Past trips include going to an adventure playgrounds and visiting a farm to see the lambs. The outings all contribute to the children's learning, enriching their experiences. There is a good balance of child-initiated and adult-led activities at the setting, enabling children to use their initiatives and make choices about their preferred activity. Good relationships are evident as children enjoy playing with each other often making up imaginary games, they also enjoy the staff's company asking them to join in with their play. Staff are attentive to children's needs and are always at their level ready to join in with their play. Children under three years of age are given many opportunities to learn and develop their skills. Activities are provided in line with the 'Birth to three matters' framework and link very closely to the activities planned for the older children. Observations are carried out whilst they participate in the activities, these are transferred into their individual records.

The Nursery Education

The quality of teaching and learning is good. Staff demonstrate knowledge and understanding of the Foundation Stage and how children learn. The setting is effective at planning a balanced programme of activities for the children incorporating all areas of learning. Children's starting points are known through discussions with the parents and by the parents completing an 'all about me book' which gives the staff valuable information about the children's abilities. Staff meet and decide on a theme for each term, they identify possible activities to address each area of learning and to link with the theme. This is demonstrated on the short term plan which is written for the week and clearly shows all areas are covered. The adult-focussed activities are highlighted each day. The adult-focussed activity is written separately and identifies the area of learning, early learning goal, activity, stepping stones along with resources needed and differentiation. There is a small space for evaluation at the bottom of the sheet, which is not consistently completed and does not clearly identify what children have achieved. Staff carry out observations of the children throughout activities and the information is used to complete children's step by step record of achievement. However, the information is not used to identify the next steps in children's learning or used to inform future planning. Consequently plans are not tailored for children's individual learning needs. Each term staff write a summary in the step by step record to show how the children are progressing in their learning. Staff know their key children very well and at the moment are encouraging the children to participate in group activities to encourage their sharing and turn taking. They use very effective methods to engage, challenge and help children progress in their learning. These include using open-ended questions using how, what and why to involve children gaining their views and encouraging them to ask questions. As a result the children are very articulate and happily ask questions.

Children are progressing through the stepping stones in relation to their starting points. They are very confident and are able to concentrate for periods of time. Children self-select their activities and therefore are able to make their own choices raising their self-esteem. They have clearly formed very good relationships with the each other, playing very nicely together and

taking turns to share the resources. For example two children pretend to be dogs crawling on the floor, one child is holding a plastic bone, he says to the other 'when you have it you are the dog okay?'. Children are developing an awareness of self-care as they independently put on an apron when they want to be involved in messy play. Children communicate to each other and the staff using a wide range of vocabulary. They understand the rules of conversation listening whilst the other person talks. The children engage in group discussions for example, they talk about what they did at the weekend. One child starts a conversation about fireworks saying 'they make a big bang' and another child agrees. The children are able to link sounds with letters as they recognise their name when staff sound out the first letter. Children recognise their name through daily activities such as self-registration and finding their name mat at snack time.

Children's mathematical skills are developing with children freely counting during their play often referring to numbers as they count objects, with some children able to count to 10. Children recognise the numbers as they select particular ones from a range of magnets. They are able to use simple calculation, for example, at registration the staff nominate two children, one to count the girls and one the boys. They then as a group add the two together to get the total amount of children present. They are familiar with the terms more and less and understand what they mean. Children enjoy exploring and investigating spending time holding and looking at their pet snail asking the staff questions about it. Past activities have involved children growing vegetables in the garden learning how to take care of them and watching them grow. The children capably use the computer in the setting knowing how to use the mouse to select different things. Children demonstrate a sense of time as they talk about the day of the week and the month, when they know it is November one child excitedly says 'it is nearly Christmas'. They have active imaginations and enjoy dressing up and being involved in make believe. Children enjoy music and movement and request familiar songs.

Helping children make a positive contribution

The provision is good.

Children are all included and their differences acknowledged because they are given the opportunity to share their experiences as part of many group activities. Due to the high level of adult to child ratio, staff are able to deploy themselves very well enabling them to spend time with children on an individual basis. Children are helped to feel a sense of belonging as they are involved in the daily routines of the setting. They enter hanging their coats and bags on their pegs proudly showing their parents. They self-register on arrival selecting their name card and placing it in the bowl provided. Each child is valued at the setting as their work is proudly displayed for all to see. There are photographs of children on the walls and scrap books are made when children have been on outings or when visitors have come into the setting. The children thoroughly enjoy pointing themselves out to the staff and their friends at the setting. The children are in touch with the local community as they are often on outings meeting local people. They often visit the local residential home to sing, talk and take the residents biscuits and cakes. The children visit the church once a month to be involved in their activities. The setting use their resources to talk to the children about diversity. In addition, they plan activities to celebrate different festivals such as Christmas, Diwali and Chinese New Year.

Children's individual needs are being met as staff are able to get to know each child very well. The setting in the past has cared for children with learning difficulties and/or disabilities and has a dedicated member of staff who is completing her special educational needs training. The staff work closely with parents and the local authority to care for the child. They use a step-by-step approach to progress children's learning through setting specific targets through

an individual education plan. Children understand appropriate behaviour because staff are very good role models. They speak calmly to the children and are always consistent in their approach to behaviour. The children are involved in setting behavioural rules, which are displayed on a board to act as a reminder. Staff encourage children to think about their feelings when explaining behaviour, asking them to think about the consequences of their actions. Children are engaged at the setting which is clearly reflected in their good behaviour.

Children are cared for by staff who work with parents to meet their individual needs and ensure that the child is fully included in the setting. Parents are asked to provide the setting with vital information about their child so that staff can care for them according to their needs and parents' wishes. They initially receive a prospectus and are asked to complete an acceptance form. The setting offers parents and children a flexible settling-in period depending on the needs of the family. Parents are kept well informed through letters sent home and notes on the notice board. Parents are asked to consent to their children attending outings, each term they are informed of the outings planned and are invited to accompany their child. All parents are invited to join the committee so that they can be further involved in how the setting is run. Staff always make themselves accessible to talk to parents on a daily basis. Parents are informed of how to make a complaint through the setting's policy and poster displayed.

Partnership with parents and carers is good. Parents are well informed about the Foundation Stage through the curriculum policy, which gives parents information about the six areas of learning as do the displays in the setting. Letters are sent home informing parents about the topic for the term. Parents are invited to help at the setting so that they can be involved in their child's day and further understand how the setting operates. In the past parents have visited the setting to talk to the children, one parent brought in her pet snake to show them. The setting have formed good relationships with the parents through daily discussions. The four year old children are able to choose a book from the setting to enjoy with their family, further strengthening the relationships formed. The parents are informed of their children's progress through their child's assessment record. The staff give parents a progress report so that they can see how their children are developing. In addition, the setting invites parents to an open evening which gives them the opportunity to speak with their key worker to further discuss their child's development.

Children's social, moral, spiritual and cultural development is fostered. Children are developing their self-esteem, have formed positive relationships with staff and children, behave very well and are developing an awareness of different cultures through discussions and planned activities.

Organisation

The organisation is good.

Children are very safe as they are cared for by individuals who have been vetted and are cared for by staff with a knowledge and understanding of child development. Children are safe as there are robust procedures in place when recruiting staff to ensure that they are suitable to work in the setting. The setting places an emphasis on training which is reflected in the level of qualified staff at the setting. Nearly all staff are qualified to a minimum Level 3 qualification in early years, with one member currently training towards her Level 4. In addition, staff are trained in specific areas such as makaton, equal opportunities policy and practice and positive behaviour. Some staff have a special responsibility such as equal opportunities, special educational needs and safeguarding children, this ensures that all areas are fully covered.

Children are well looked after as the setting has a good understanding of the National Standards and their responsibility to comply. The staff work very well as a team communicating throughout the day effectively sharing responsibilities. They deploy themselves very well always ensuring that ratios are maintained and that each child is supervised. Children's well-being is promoted by the well-organised records and policies. A daily register is maintained recording the times of arrival and departure. The setting has an operational plan in place providing the reader with a useful insight into the setting. Parents are asked to give the setting information about their child through completing an acceptance form, the 'all about me book' and other paperwork. These documents are stored accessibly and confidentially on the premises. Overall children's needs are met.

The leadership and management is good. Staff are positively supported in their role and are inducted into the setting. The staff have clear job descriptions, regular team meetings and annual appraisals which all contribute to their professional development. Staff are asked to self-assess their practice raising any areas of concern to the committee so that it can be addressed. Staff are very proactive about their training needs and regularly request training. Any training attended is shared with other staff so that all members benefit. The setting is very committed to improving care and education through assessing their strengths and areas of improvement. The self-evaluation form is very informative and looks at the five outcomes for children addressing how the setting meets each area and any areas for development. The setting has taken active steps to form positive links with the local school. Children visit the school on a weekly basis for physical education in their hall. In addition, the children join in with the school play, sport days and stories. All of which helps the children's transition from the setting to the school run a lot smoother. They link closely with the local authority who supports all aspects of the setting offering guidance and advice. All staff have a good knowledge of how children learn and understand their roles in developing children's learning.

Improvements since the last inspection

At the last education inspection the setting agreed to ensure that the adult-focused activity sheets need to have clear differentiation, be evaluated and be used in future planning. This still needs further development as the setting is not fully evaluating the activity and is not using the information to inform future planning. They also agreed to include other cultures and beliefs when planning children's activities, this is evident in the setting's educational plans. The setting agreed to develop all staffs knowledge and understanding of the Foundation Stage and early learning goals and to be involved in planning for children's learning by doing regular observations and assessments. All staff have accessed training on the Foundation Stage and understand the process involved.

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.

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):

- request written permission for emergency medical advice and treatment
- ensure that the safeguarding children policy includes procedures if allegations are made about a member of staff
- identify and minimise risks in the outside area.

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):

- ensure that the adult focussed activity sheet is consistently completed and clearly identifies what children achieved
- use children's records to identify next steps in children's learning and use the information to inform future planning.

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