

Broadway Playgroup

Inspection report for early years provision

Unique Reference Number	205124
Inspection date	12 November 2007
Inspector	Sally Wride
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Registered person	Towerview Committee
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?

Broadway Playgroup is one of two groups run by a joint committee. It has been established for over 30 years and operates from the church hall of the United Reform Church in the village of Broadway near Evesham. The playgroup serves the local area and has links with local schools. There is a fully enclosed play area available for outdoor play.

A maximum of 20 children may attend the playgroup at any one time. There are currently 44 children from two to four-years-old on roll. This includes five funded children. Children attend for a variety of sessions. The setting currently supports children with learning difficulties and/or disabilities, and those who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 08:55 until 12:00 from Monday to Wednesday and from 08:55 until 14:45 on a Thursday and Friday.

There are nine part-time members of staff who work with the children. All nine members of staff have early years qualifications to National Vocational Qualification level 2, 3 or higher. There is one member of staff currently working towards a high level qualification. The setting receives support from a mentor teacher from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is well promoted through effective health and hygiene routines. Their care environment, and the toys and equipment that they use are maintained to high standards of cleanliness. Children develop an understanding of good hygiene practice as they use good quality hand washing resources and facilities. They engage in discussions with staff about the importance of washing their hands at appropriate times and often state the reasons why, for example, one child said 'because they might be dirty and they might have germs on them'. All of the required health documentation is in place and well maintained. There are effective procedures in place for children who fall ill whilst in attendance at the setting and a well stocked first aid box is easily accessible.

Children are well nourished. They enjoy eating fresh fruit and vegetable snacks each day and packed lunches provided by their parents. These are well stored in the refrigerator prior to being offered to children. Staff work in consultation with parents to ensure that they are fully informed of children's individual dietary needs and preferences. Drinks are regularly offered and fresh drinking water is easily accessible to children, ensuring that they are well hydrated. Snack and meal times are sociable occasions where the children and staff sit together around the table. They engage in discussions about the activities that children have enjoyed that day and what the plans are for the afternoon session. They participate in regular cooking activities, making bread, pancakes and crispy cakes to either eat at the setting or to take home and share with their parents. Children develop an understanding of the importance of eating healthily through games, role play and relevant stories. Their independence is developed at snack time as they help staff with daily tasks, such as giving out the plates and serving their friends with their snack.

Children benefit from being able to make independent decisions about whether they would like to play indoors or outside. They confidently flow between the indoor and outdoor learning environment, under the direct supervision of staff. Children enjoy learning opportunities whilst playing outdoors in the fresh air. They extend and develop their physical control as they pedal bikes and trikes around the paved play area. They successfully avoid their peers and other obstacles and have great fun whizzing around. They use water and a range of painting resources to paint and make patterns on walls and slabs. They use a range of natural materials, such as planks of wood and small tree stumps, to build small structures and beams which they successfully balance along. They use their imaginations well as they use role play tools to act out building, sawing and hammering objects, often talking about what they are creating. For example, one child stated 'I'm making a big house'. Indoors, children enthusiastically engage in 'Active8' sessions. They concentrate well as they recreate movements demonstrated to them by staff and learn breathing techniques and stretching movements. Children develop an understanding of the importance of recycling. They use recyclable materials for junk modelling activities and help staff to sort used resources into recycling bins. This helps children to develop an understanding of the importance of caring for the environment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy a care environment that is warm, welcoming, clean and well maintained. The playgroup staff make good use of the setting but are restricted as to what they are able to

display on the walls due to others using the hall outside of the hours of operation. Children are, however, able to display some of their own art work on room dividers and are able to see informative posters and photographs of themselves and their peers displayed within the setting. Children freely select from a range of resources that are thoughtfully laid out for them by staff. They are able to make independent decisions from these and confidently choose what they would like to play with and how they would like to spend their time. However, due to storage limitations, children do not have full access to all of the equipment that is available. All toys and resources are well maintained and are regularly cleaned to ensure that they remain hygienic for the children to use.

Children enjoy safe and secure indoor and outdoor play areas. Detailed written risk assessments are in place and are continuously reviewed and updated. In addition, daily visual risk assessment checks are conducted in all areas used by children to ensure that they are cared for in an environment that is safe and free from hazards. There are effective procedures in place for outings and also for the safe arrival and collection of children. Children frequently participate in fire evacuation practises which supports their understanding of the action that they should take in the event of an emergency. They enjoy occasional trips to the local fire station and spend time with the fire-fighters, exploring the equipment that they use and talking about the dangers of fire. They develop an understanding of road safety when out for walks in their local community. They practise the green cross code and hold hands with the staff or hold on to a walking ribbon that ensures that they stay safe in a group. Children are introduced to ideas of safe play during the course of the day, for example, staff remind them to sit well whilst using scissors. Children's welfare is safeguarded through effective child protection policies and procedures. These are well know by staff who have a clear understanding of the known indicators of child abuse and the action that they should take in the event of a concern about a child in their care. Policies and procedures are openly shared with parents to ensure that they are fully informed.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are happy, settled and enjoy coming to the playgroup. They are extremely confident and self-assured to work and play independently or in groups. Children are very interested and consistently involved in a wide range of imaginative and worthwhile play opportunities both inside and outside, which promote their emotional, physical, social and intellectual development. Children are forming positive relationships with each other. They have excellent relationships with the staff who help them to develop their confidence through sensitive interactions and regular encouragement. Children understand their own needs, the needs of others and are keen to involve and support other children. They behave very well. For example, they are willing to take turns and share with little or no prompting. Younger children's care is promoted very well by the effective planning and use of the 'Birth to three matters' framework.

Nursery Education:

The quality of teaching and learning is good. Staff have a thorough knowledge and understanding of the Foundation Stage curriculum and use their skills effectively to support children's learning in both adult-led and child-initiated activities. They plan a wide range of interesting and stimulating indoor and outdoor activities which help children progress along the stepping stones towards the Early Learning Goals. Plans are detailed and informative. They offer staff clear instructions as to the outcome of the activity, many of which cover more than one area of learning. The effectiveness of activities is evaluated each day and information

gained from these is fed back into future planning. Children's achievements are monitored through frequent observations and assessments of the progress that they are making in their learning. These are well recorded and illustrated with photographs of the children learning through their play and examples of their work. Individual education plans are in place for each child and identify short term targets. These targets are consistently fed into the planning system to ensure that each individual child is fully supported to achieve their full potential. This also ensures that children are provided with learning opportunities that are best suited to their individual stage of learning. A flexible approach is applied to the daily routine which allows children to develop at their own pace and in an unhurried way. A key worker system is in operation and children's progress is carefully monitored. Staff have very good communication skills and are actively involved in children's play and learning. They seize every opportunity to extend and develop children's learning and their understanding of the activities that they are involved in. They ask the children questions to encourage their thinking and encourage them to try things for themselves. Appropriate support is available to children with learning difficulties and/or disabilities and for children who speak English as an additional language.

Children's personal, social and emotional development is fostered very well. They show a strong sense of belonging and develop good self-esteem. They enjoy looking at photographs of themselves and their peers and talk confidently about what they see. Children are interested, keen to learn and are actively and purposefully engaged in activities. They play cooperatively together, show concern for others, are able to wait their turn and share tasks, for example, helping to tidy away. The learning environment allows children to make decisions about whether they would like to play indoors or outside. Children are able to make independent decisions from toys and resources that are laid out for them by staff. They are not, however, able to access further toys and resources stored in cupboards. This limits their opportunities to make true self-selections about what they would like to play.

Children are good communicators and use talk to describe ideas, events and their feelings. They enjoy singing familiar rhymes and songs. They listen intently to stories read to them by enthusiastic staff and enjoy looking at books either alone or with their friends. Many of the children have good pencil control and use a variety of writing tools to form shapes and recognisable letters. Some of the children can write their names independently. Children see their names in print within their care environment. They recognise these well and are beginning to make links between letters and sounds. Children show a keen interest in number and counting. Their understanding of simple calculations is fostered in everyday activities, for example, counting out the number of cups needed for snack time. They play number games and confidently sing along to number rhymes and songs, which introduce them to simple addition and subtraction skills. Children confidently use mathematical language in their play, for example, when building with blocks, children comment on the height of their construction compared with ones that their friends have made.

Children explore and learn about their local environment and the wider world. They learn about the natural world as they regularly go on outings to explore their local environment. The outside play area provides children with a wealth of opportunities to explore the natural environment. They hunt for mini-beasts with magnifying glasses and plant seeds. They are developing an understanding of different cultures and beliefs through a variety of activities such as celebrating festivals, tasting food from around the world and using different utensils. Children have regular opportunities to explore electronic equipment. They demonstrate very good mouse control as they use age-appropriate computer programmes. They explore the different colours that they can make using different coloured materials and an overhead projector. Opportunities for

children to explore information computer technology (ICT) are also provided in the role play areas as they use equipment such as tills, calculators and weighing scales.

Children are developing well in their physical development. The setting provides a good range of large and small equipment for both outdoor and indoor use. Children are able to move confidently and imaginatively with increasing control and coordination. They increase their skills in climbing, running, jumping, skipping and balancing. Their fine motor skills increase as they handle construction toys, malleable materials, writing and other tools with increasing control and coordination. Children's creative development is fostered well through a variety of activities which promote self-expression with resources, such as sand, paint and dough. They enthusiastically sing action rhymes and counting songs in groups and individually sing favourite songs with confidence. The role play area is a popular choice with children. They use a good range of resources to act out imaginary scenarios with their peers.

Helping children make a positive contribution

The provision is good.

Children enjoy strong relationships with staff, who have a clear understanding of their needs and preferences. This is achieved through ongoing consultation with parents. Children develop an understanding of their own and other cultures and religions through the celebration of festivals and events throughout the year. Although the setting have a good range of toys and resources that promote positive images of diversity, these are not always readily available to children in everyday play situations. This limits opportunities for children to develop an appreciation of the wider world in their play. There are excellent procedures in place to identify and support children with learning difficulties and/or disabilities. Strong partnerships between staff, parents and external agencies effectively promote children's well-being and help each child develop their full potential. Well detailed individual education plans are produced to identify short-term targets for children. These are regularly reviewed in partnership with parents in order to assess the progress of the child. As a result, children make significant progress in their learning and development.

Children's parents and staff enjoy friendly but professional relationships. They openly communicate each day regarding children's care and learning needs. Parents receive a well presented written prospectus and also have easy access to the settings range of policies and procedures. Information is displayed for parents attention on notice boards and regular newsletters are also sent home. This ensures that they are well informed of how the care of their children is organised. Parents are warmly welcomed to stay and play with their children and their views and wishes are sought through the use of annual questionnaires. Information evenings are offered to parents, often with speakers from external agencies. These include information sessions about how children learn through their play, parenting skills and the use of story sacks. Children's behaviour is exemplary. They enjoy positive relationships with the staff and their peers and happily share and take turns. Staff work with the children to help them negotiate with others. They talk openly about why certain behaviours are inappropriate which ensures that children develop an understanding of right from wrong. Children are warmly praised and encouraged which develops their self-esteem. The written behaviour management policy is openly shared with parents and fully understood and implemented by staff. This ensures that children benefit from consistency in the management of their behaviour. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is outstanding. Children benefit greatly from the excellent relationships that their parents enjoy with staff. Verbal exchanges at the start and end of each

session ensure that both parents and staff are fully informed of children's needs and the progress that they are making in their learning. Parents are provided with detailed information about the Foundation Stage curriculum and the six areas of learning, which also includes a wealth of information about how parents can support their children's learning from home. In addition, a yearly information evening about the Foundation Stage curriculum is also held. During this time parents are informed by staff about how their children will be supported in their learning, in order for them to make progress in all areas of their learning. Information cards are often displayed alongside activities within the setting to inform parents of the learning intentions for their child. In addition, parents are able to view planning documents which are openly available. Meetings with parents throughout the year ensure that they have regular access to their children's observation and assessment records. Written information regarding children's individual education plans is sent home on a termly basis to ensure that parents are fully informed of focused learning intentions for their children. They are invited to respond in writing to their children's individual education plans and share information about their observations of children's learning from home. Parents are also provided with a compact disc of photographic and video evidence of their children's care, play and learning and have access to the settings developing website facilities.

Organisation

The organisation is good.

Children benefit from the effective organisation of the setting. Both the indoor and outdoor are well-organised and allow for children to make independent decisions about how they would like to spend their time whilst in attendance at the setting. Detailed recruitment and vetting procedures are in place, ensuring that all staff and committee members are safe and suitable to be in contact with children. A robust induction programme ensures that all staff and committee members are fully informed of their roles and responsibilities and also of how the setting operates.

All of the required documentation which contributes to children's health, safety and well-being is in place, carefully stored, well-organised and effectively maintained. They are regularly reviewed and are only accessed by staff, ensuring that confidentiality is maintained. The settings range of policies and procedures are easily accessible for parents to view. They are well known by staff and implemented effectively into their working practice. Policies and procedures are continuously reviewed and updated to ensure that they reflect current good practice and professional advice.

The leadership and management is good. The leadership of the setting is well-organised. The committee, manager and staff team work in partnership to identify areas of strength and those for further development. Detailed development plans and self-evaluation systems are in place and are used to continuously evaluate the effectiveness of both the care and educational opportunities provided to children. The manager is passionate about her work. She is experienced, well qualified and is a very positive role model to her staff team. The staff team are well qualified and work very effectively as a strong and committed team. The management and staff are committed to a high standard of care and education in which every child matters. There is a clear vision for the nursery education with a strong focus on the personal development and achievement of all children. All staff have excellent opportunities to attend both short courses and formal training. This ensures that staff are able to progress in their own professional careers in addition to improving the care, learning and play opportunities provided to children that attend. Annual staff appraisals and ongoing supervision from managers ensures that staff receive regular feedback on their working practice with children. Regular committee meetings

and staff meetings are held to formally assess the strengths of the setting and those for further improvement. Staff communicate with each other on a daily basis to ensure that they are well aware of any planned changes and also to discuss the progress that children are making in their learning and their care needs. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider agreed to improve hand washing facilities for children and to ensure that the temperature of the hot water does not pose a hazard. Since then a new thermostat has been installed on the boiler and positive steps taken to ensure that the hot water temperature is regulated. Children access good quality hand washing resources and facilities throughout their time at playgroup and have a clear understanding of the importance of good hygiene practice. The provider agreed to improve the arrangements for the storage of packed lunches. Children's snacks and lunches are now stored in individually named containers that are stored in the refrigerator prior to being offered, ensuring that environmental health and food safety regulations are met.

At the last inspection the provider agreed to make better use of staff knowledge and understanding of mathematical development to support the children's learning by extending and encouraging them to think and talk mathematically in their play. All staff have now accessed mathematical training sessions and successfully thread mathematical language and problem solving ideas into children's play and learning. Children use good quality resources that support their mathematical understanding. As a result, children are developing well in all areas of their mathematical development. The provider agreed to deploy and direct staff to ensure that there is consistent support for all children at all times. Staff work directly with the children, talking to them and asking them questions to encourage their thinking. They are actively involved in children's play and learning and interact very well with them. As a result, children are well supported as they consolidate and extend their knowledge and understanding in all areas of 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 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):

- develop the use of multicultural resources in everyday play situations.

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):

- further develop children's independent access to the full range of toys and equipment (also applies to care).

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