

Bramcote Pre School Playgroup

Inspection report for early years provision

Unique Reference Number 253115

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Inspector Ann Keen

Setting Address Bramcote Memorial Hall, Church Street, Bramcote, Nottinghamshire,
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Type of inspection Integrated

Type of care Full day care, Out of School 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?

Bramcote Playgroup opened in 1965. It operates from the Bramcote Memorial Hall which is situated in Bramcote Village. It is close to one of the main roads leading in to Nottingham city centre. The playgroup has access to the main hall, committee room, community room, kitchen, toilets and an enclosed outdoor play space. It mainly serves the local urban community of mixed social and economic backgrounds.

There are currently 40 children from two years to five years on roll. This includes 25 funded three and four-year-olds. The playgroup supports children with learning difficulties and/or disabilities and three children who speak English as an additional language. Sessions open from 09:15 to 12:00, Monday to Friday, and 12:30 to 15:00 Mondays and Fridays. A lunch club runs every day from 12:00 to 13:00 except Thursdays during school term times only. Children attend for a variety of sessions.

There are a total of nine staff who work with the children during the pre-school sessions, five of whom are present each session. There are four staff who hold relevant childcare qualifications to National Vocational Qualification Level 3 and one holds a Level 4 qualification. The playgroup

is a member of the Pre-School Learning Alliance. Staff receive the support of a teacher from the local authority.

The groups runs an after school club every day from Monday to Friday from 15:00 to 18:00 There are five staff, one member of staff holds a National Vocational Qualification Level 4 in childcare and two staff have a Level 3 qualification. There are 17 children on roll from four years to twelve years old. The group also accepts children with learning difficulties and /or disabilities to the age of 14 years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The playgroup has recently developed their outside area so the children's health is actively promoted as they have daily access to physical exercise in the hall or outside in the play area. A covered section means children can access the outside in all weathers and they enjoy playing on the balancing beams, for example. This gives them good opportunities for vigorous physical activity and regular outside play ensures the children have access to fresh air. Children are particularly enthusiastic in painting the stones. Children are able to play freely and rest inside if they are tired.

The children help themselves to drinking water at all times ensuring they do not go thirsty and assisting them to become aware of their own needs and developing their independence well. Children are provided with nutritious snacks, such as raisins and apples, which they eat with enthusiasm. The playgroup provides a lunch club and parents send in children's lunches so they eat according to parents' wishes. Documentation is comprehensive in supporting the daily practices, such as policies regarding health and safety and foods. In case of injuries, children can be attended to promptly by one of the staff with first-aid qualifications. In addition, a suitable first aid box is well maintained, checked regularly and kept readily available.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children's safety is promoted well in the playgroup. Children are well cared for in a secure indoor environment which is spacious and suitably maintained. Doors are securely locked and staff check visitors entry well and supervise children going to the toilets closely. The outdoor area is appropriately secured with fencing when other users are in the building and an adult is always present so children cannot wander away. Children settle quickly in the welcoming environment of the playgroup and they are well protected from harm due to good levels of supervision both inside and outside. Children have access to a suitable range of quality play materials, which are in good condition ensuring they are safe to play with. Furniture, equipment and toys are appropriate for their purpose. Regular risk assessments are undertaken to check that activities, the building and equipment is safe for the children to use, so the risk of injury is reduced. Regular fire drills are undertaken so children learn appropriate evacuation procedures. Children are handed over to their parents at the end of the sessions protecting children's safety well. Staff have a good knowledge of child protection issues and clearly understand their role in safeguarding children.

Children are collected from the after school club from two local schools, however, supervision is not consistently sufficient to fully maintain children's safety when they are walking back

from the schools. Children are not always taught to apply road safety rules so they learn to make decisions for themselves about crossing the road.

Helping children achieve well and enjoy what they do

The provision is good.

Children's care and play is well supported and the children have access to a good range of resources. They have a choice of toys, which are readily available to them and children in the playgroup can select materials for themselves to develop their own creative ideas. Children make bear masks and enjoy using sponges to paint. Children are happy, confident and relaxed as a consequence of positive relationships with their peers and staff. This ensures they enjoy attending the playgroup or the after school club. The atmosphere is generally calm so children feel self-assured and able to participate in the activities. At the playgroup and after school club children experience sufficient activities help to widen their experiences and give them opportunities to socialise with their peers. Children discuss the constructions they have made and older children share pieces to develop their ideas well. Staff use the 'Birth to three matters' framework to focus on younger children's development. Children's routine is suitable for their age and provides a balanced range of activities. In the playgroup staff are well aware of the progress children are making through observations and tracking children's achievements.

Nursery education

The quality of teaching and learning is good. At the playgroup, staff have an understanding of the Foundation Stage shown in their planning and range of activities provided for children. They are generally well qualified and continue to develop their own learning so they are able to provide for children's development well. They use their knowledge effectively to provide a wide range of interesting activities for the children. Some of the newer staff are still developing their knowledge so they are not necessarily fully aware of the planning process. Staff plan according to the Foundation Stage and check carefully that all aspects are included ensuring they do not omit important sections of the curriculum guidance. The medium term plans clearly state the learning intentions so staff are clear in their thinking about what they want the children to learn. The activities that children undertake are a suitable balance between child-initiated and adult-directed tasks. Staff support the children very well and children thrive in this situation and show that they can apply themselves to activities for long periods of time. Staff know the children very well and they record the children's progress along the stepping stones regularly. They observe the children closely in order to assess their achievements and use this information to plan what children need to know next. Assessments link closely to the six areas of learning. Children are grouped according to age when they are in large groups so at that time the older and more able children at the playgroup are very well challenged, helping to extend their learning. At story time, for example, children sit 'spell-bound' anticipating the next part of the story. Staff manage children's behaviour well, praising them and setting clear boundaries and expectations for appropriate conduct. The hall is organised so children have a broad range of interesting activities. They use the indoor space effectively to provide for a variety of areas of learning. Specific areas are designed to support children's learning very well, such as learning numbers in the mathematics area. The outdoor area is in the process of being developed and they use the sometimes restricted space as well as possible to provide an outside learning environment.

Children's knowledge, skills and understanding are developing appropriately to help them to progress towards the early learning goals. Children have positive and enthusiastic attitudes to learning and play. Daily routines, such as guessing the number of children present and then

counting them helps children to develop their mathematical awareness very well. By singing songs regularly, children easily and naturally learn about positional language like 'over' and 'above'. Children give out drinks at snack time successfully helping to establish clear routines and develop children's independence well. Children have a good variety of outside experiences, such as helping grow vegetables in the allotment widening their knowledge of the natural world. Children all experience physical activity on a daily basis as staff organise obstacle courses, for example, helping children to practise co-ordination and control. Children are helped by staff to land safely and correctly when jumping from a climbing frame so their skills are increased and they are well protected from injury. Children use laptops to support their learning successfully and they are able to use the same program they will use at school through contact with the local school. This helps to support their transition from playgroup to school and develop appropriate skills. Children are given a choice of craft materials so they develop their creative skills effectively, for example, by making firework pictures and their own pictures and paintings. Children respond well to adults and have very good relationships with them. Children understand the need to conform to acceptable social conventions like lining up and waiting their turn for a drink.

Helping children make a positive contribution

The provision is good.

A particularly strong feature of the playgroup is the children's knowledge of sign language which they use with confidence on a daily basis. They learn to sign 'Good morning', for example, ensuring children appreciate other's lives and develop communication skills well. Children's spiritual, moral, social, and cultural development is fostered. Children celebrate a variety of cultures by participating in cultural events, such as Diwali, Father's Day and Bonfire Night. This helps children to understand a range of life styles well. The staff are aware that some children have learning difficulties and /or disabilities and take appropriate action. Staff encourage children to be polite and well mannered and value what they say and do. The children develop their self-esteem and confidence effectively as the staff praise their efforts and achievements giving them the self-assurance to make their own decisions. Children are suitably safeguarded through the staff's awareness of procedures for contacting Ofsted and other agencies should they be concerned about a child's welfare.

Children's development benefits from the good communication and supportive partnership between the home and the playgroup. Parents are able to read the comprehensive set of policies which sets out clear guidance to support children's welfare. The partnership with parents and carers of funded children is good. Parents receive useful information about nursery education and the Foundation Stage. They are well informed about their children's achievement and staff are open to discussions about their children and approachable. Parents are encouraged to be involved in their children's learning, for example, by borrowing books to take home.

Organisation

The organisation is good.

Children's care, learning and play is supported by good organisation and appropriate procedures. The setting have a range of policies and suitable documentation in place which generally reflects the care of children well. Overall children's needs are met. Staff are fully involved with the children at all times so they receive adequate attention and support. The playgroup has good contact with local schools; children attend reception class assemblies and some children make visits to the school they will be attending. Contact details are kept accurately so children are

safeguarded and carers can be quickly contacted in emergencies. The day-to-day running of the playgroup is good and staff understand their roles and responsibilities to protect children and provide for their welfare. The after school club is generally well organised although staff are still developing their knowledge of organising routines, such as allowing children independence in helping with their tea and creating systems to ensure toys are cleaned regularly.

The leadership and management of nursery education is good. There is a clear operational plan and the staff work well as a team, committed to help the children progress. They have meetings and spend time together reviewing their practice to improve the effectiveness of nursery education. They have recently identified planning for individual children's interests as an area for development.

Improvements since the last inspection

At the last combined inspection the playgroup was required to develop parents' involvement in their children's learning and to inform them of achievements. Parents are well informed about their children's achievement through progress reports which they can discuss with staff. They are approachable and open to discussions so children benefit from the good communication between home and the playgroup. Parents are encouraged to be involved in their children's learning by borrowing books to take home, for example. Children's development benefits from a more solid partnership with parents.

They were also required to record instances when medication was not given even when permission had been given by parents such as the use of an inhaler. The playgroup has developed a form requesting permission to give medication and has a separate system to record medication given. Therefore children's health is assured.

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):

- take positive steps to promote safety when walking children between the schools and the after school club
- improve the knowledge of staff working in the after school club with regard to children's independence and systems to ensure cleanliness of toys.

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 all staff are knowledgeable about the planning process and its function in promoting children's progress along the stepping stones.

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