



Turvey Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	219100
Inspection date	04 October 2005
Inspector	Susan Marriott
Setting Address	The Reading Room, High Street, TURVEY, Bedfordshire, MK43 8DB
Telephone number	07796 324382
E-mail	
Registered person	Turvey 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?

Turvey Pre -School is a voluntary committee run group. It opened over 35 years ago and operates from the Reading Room premises in the village of Turvey, to the west of the county town of Bedford. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open school term times only from 09.15 to 11.45, Monday to Friday, and on Tuesday and Wednesday afternoons from 12.30 to 15.00. The Tuesday morning and Wednesday afternoon sessions serve the needs of

younger children. The Tuesday afternoon session is for children aged 4+ years. There is a secure enclosed outdoor play area.

There are currently 29 children from 2 to under 5 years on roll. Of these, 20 children receive funding for nursery education. The group serves the local community in a rural setting thus reflecting the economic, social and cultural diversity of the area. The pre-school makes provision for children with special needs, and there are no children who have English as an additional language.

The setting employs 7 members of staff working on a part-time basis, 6 of whom hold level 3 qualifications. Various members of staff work each session with the assistance of a parent helper and mature volunteers known as 'Granny's' from the local community. The group is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children stay healthy because staff follow generally effective health and hygiene policies and procedures. Sick children are excluded from the provision to minimise the spread of infection and the premises are maintained in an acceptably clean state. Tables are regularly sprayed with anti-bacterial spray and cloths are colour coded to prevent cross contamination. Children independently use tissues to blow their noses. Children receive appropriate treatment in medical emergency because all staff hold suitable first aid qualifications and the first aid box is accessible and acceptably stocked. Accidents are recorded and generally comply with requirements. However, full details of the injury and the time of the accident is not always included in the account.

Children are learning the importance of hygiene through planned activities such as sandwich making. Plans show that staff remind children about the rules of cleanliness before and after food preparation. However, children do not learn about germs through the daily routines. Although staff provide a fresh bowl of soapy water before snack time, children remain unaware of the reasons why they wash their hands before snack.

Children benefit from a healthy diet where all snacks are nutritious and prepared on site but snack time is not used to full effect as a learning time for children. Children are not always involved in the preparation of the foods and discussion about healthy foods. Snacks include a range of fruit and breads and children have the choice of milk or water. Children do not become thirsty whilst playing because they have constant access to drinking water. The children can help themselves from a jug of water on a low level tray with beakers.

All the children enjoy daily indoor and outdoor activities, which enables them to develop control of their bodies and improve their physical skills through an appropriate level of challenge. For example, all children have access to age

appropriate wheeled toys, climbing apparatus and small equipment. Children attempt to use stilts with assistance from adults and balance on milk crates, holding each others hands for stability and support.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Staff give sensible priority to the security of the premises and the supervision of the children. Staff monitor visitors to the setting but the record of visitors does not provide space for recording the actual times of entry and departure to the premises. Relevant risk assessments are completed on a daily basis. Staff record fire evacuation procedures but do not carry out drills with suitable frequency.

Children are warmly welcomed and cared for in a pleasant, generally safe and secure indoor and outdoor environment. The setting uses space creatively and areas are set aside for dedicated activities. Children have independent access to a wide range of quality resources which promote their care, learning and play. Children's welfare is safeguarded because they are protected by informed adults who understand current child protection policies and procedures. The co-leaders hold the responsibility of Child Protection in the setting and have received suitable training in this field. This ensures children are sufficiently protected.

Helping children achieve well and enjoy what they do

The provision is good.

Children actively participate in purposeful activities and clearly enjoy the harmonious atmosphere. Children become confident, independent learners and their individuality is valued and respected. They are making good progress in learning, leisure and personal development because practitioners are confident, enthusiastic and knowledgeable in their childcare practice. Staff provide positive role models for children and give sensitive support to all children. Children are happy, settle quickly and relate well to other children and staff. Practitioners encourage and build children's vocabulary through constant praise and recognition. Staff adapt their questioning to reflect each child's stage of development. This helps them meet the needs of all children. However, staff do not yet use the 'Birth to three matters' framework to underpin the foundations of the educational programme for younger children.

Nursery Education

The quality of teaching and learning is good. Practitioners have a thorough knowledge of the Foundation Stage. Highly detailed plans provide an overall balance across all six areas of learning. Children access a broad range of interesting activities, which are well-planned and competently executed. Children are making good progress towards the early learning goals.

Children of all ages display high levels of involvement and gain a sense of

achievement, self confidence and self esteem through a puppet making activity. Younger children initially follow an idea presented by staff but develop their own designs using their imagination. The children tickle their noses with feathers and explore what happens when they look through blue cellophane paper as they select from the resources available to decorate their puppet. Older, more able children choose the character for their puppet. They freely and independently select materials from the resource table and seek support from staff in construction of their original ideas. Children make choices and demonstrate good levels of concentration. A child chooses a heart shaped button for an eye and then decides to secure it underneath the egg box animal puppet as 'a heart'. The children are proud of their creations and decide to put on a puppet show for staff. They successfully negotiate amongst themselves as to how to include a pirate puppet within the desired plot of 'The knight saves the princess'. Staff support the activity by providing new relevant vocabulary such as 'audience', 'applause' and 'production'.

Staff mostly use clear and appropriate teaching techniques. Relationships at all levels are good. Good priority is given to the development of children's speaking, listening, reading and writing skills. Children mark make from an early age, colouring in a square next to their name on the snack rota after their 'turn'. They learn new vocabulary as a 'Granny' comments about 'a lovely swirly skirt' and they show good concentration during a story about 'Six Dinner Sid'. Children learn about numbers, use mathematical language and solve simple problems. However, the number and letter of the week teaching at circle time has little meaning or relevance for children and staff miss opportunities to develop further learning at snack time. Children explore and investigate, construct and use the computer. They talk about their families and where they live. Children develop an awareness of the wider world. they develop their physical skills and use their imaginations in a wide variety of play experiences.

Children's achievement is clearly linked to the stepping stones. Extended planning builds on the Foundation Stage guidance and interlinks positively with children's progression and achievement. Staff use on-going observations well to plan the next steps for their learning. The children's scrapbooks record their progress with photographic evidence for parents to play an active part in their child's learning. Skilful use of observation and assessment means that all children are challenged appropriately. Therefore, teaching meets the needs of all children.

Helping children make a positive contribution

The provision is good.

Children from the local village community are warmly welcomed and included in all activities. Children develop their understanding and appreciation of other cultures through activities that promote a greater awareness of the wider world. This enables the children to develop a positive attitude to others. Children who have particular requirements have their needs met well and individual education plans support their learning in this inclusive setting. Children are well behaved in response to the consistent expectations of caring practitioners. However, circle time fails to engage the interest of all children and the behaviour of a few children deteriorates because

teaching does not continue to hold their interest. Children take turns and show concern for others. This positive approach actively fosters children's spiritual, moral, social and cultural development.

Staff develop a very positive partnership with parents to support children's progress in learning. There is a wealth of information which is easily accessible which includes general care and educational literature. However, the setting does not keep a record of complaints. Parents value the openness and honesty of staff. This supports the appropriate sharing of information in sensitive situations. Parents are highly complimentary about the level of service provided. Parents are warmly welcomed into the provision and actively participate by serving on the committee and organising fundraising events. Parent helpers are highly effective in the setting, releasing staff from domestic tasks to enable them to spend their time with the children. The increased adult to child ratios support children well. Staff and parents share important information about the children who receive nursery education. Parents are able to see their child's 'scrapbook' records and regularly contribute to them. This two way sharing benefits the child and enhances their learning. This underpins their progress in the pre-school and consequently their ability to fully contribute to the provision. The partnership with parents of children who receive nursery education is good.

Organisation

The organisation is good.

The good quality of organisation and leadership and management of the nursery education safeguards and promotes children's care and welfare. The mature and stable staff team are well qualified and dedicated to the concept of quality childcare and education. They follow children to the activities which engage their interest and provide effective support to draw the learning from play. This promotes positive outcomes for children. A loyal committee of parents release the staff from paperwork to give their time and energy to the children. The committed and dedicated staff team ensure that children benefit and enjoy their time at this welcoming provision. The inspection identified one or two very minor omissions in otherwise comprehensive documentation. Staff demonstrate a real affinity with children; they respect children's feelings, value their comments and clearly enjoy their company. Planning and assessment systems are good, appropriately detailed and ensure a clear focus to secure and progress children's learning. The pre-school meets the needs of all children who attend.

Improvements since the last inspection

At the last inspection, the setting was asked to consider the development of systems to record all activities undertaken. The setting has devised a two year rolling programme of planning, supported by photographic evidence of the six areas of learning. The photographic evidence is also proving useful for parent's information. The children make books of special projects such as 'Our book about buildings' which are then included in the pre-school book corner selection.

Complaints since the last inspection

There are no complaints to report.

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 that children learn about hygiene through the daily routine and ensure that the accident record contains sufficient and relevant detail
- ensure that evacuation drills are carried out frequently and record the times of arrival and departure of visitors
- ensure that a record of all complaints is maintained
- improve staff knowledge and understanding of the needs of children under 3, for example through the use of the 'Birth to three matters' framework.

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):

- strengthen the use of snack time as a learning experience for children, for example, by involving them in food preparation on a regular basis and ensure that circle time teaching is relevant and meaningful for all children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk