

Bandon Hill Playgroup

Inspection report for early years provision

Unique Reference Number	139899
Inspection date	06 November 2007
Inspector	Cheryl Walker
Setting Address	Sandy Lane North, Wallington, Surrey, SM6 8LA
Telephone number	0790 569 1271
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Registered person	Bandon Hill Methodist Church
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Bandon Hill playgroup has been established for over 20 years. It is run by a church committee and operates within church premises. A maximum of 30 children may attend the playgroup at any one time. The setting is open on Monday, Tuesday, Thursday and Friday from 08:40 until 12:40, and on Wednesdays from 11:40 until 14:40, during term times. This is a Christian based group but welcomes children of all denominations from the local community. All children have access to an enclosed outdoor play area.

There are currently 32 children aged from two to under five years on roll. Of these, eight children receive funding for early education. The group supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The group employs seven members of staff on a full or part time basis, five of whom work each day. Of these, three hold appropriate early years qualifications and three are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are well taken care of if they have an accident or become unwell because the staff follow appropriate health and hygiene guidelines. Staff wear aprons and gloves when preparing food or changing nappies to reduce risks of cross contamination. Children begin to learn about good hygiene procedures as staff remind them to wash their hands before lunch. Some ask independently to wash their hands, showing that they are becoming aware of the routine. Hand washing facilities are available in the toilets, including liquid soap and paper towels, but these are too high for most children to reach independently, resulting in a shared bowl being used in the main hall for hand washing. This exposes children to risk of cross infection. Sufficient staff have up to date first aid qualifications, enabling them to deal appropriately with minor accidents. However, parental permission for emergency medical treatment has not been sought, which could result in delays in accessing treatment.

Snacks are nutritious and meet children's individual requirements. Children enjoy helping themselves to chopped fruit, breadsticks and raisins at the snack bar, which is open for most of the morning, allowing children to choose a time when they feel hungry to take a break.

All children enjoy daily opportunities for fresh air, though the use of the garden area is restricted during colder weather, which means that the variety of outdoor activities is limited. Children's hand movements and co-ordination are developing appropriately, as they practise pouring water from jugs into cups and fix construction toys together. There are regular activities which encourage control, such as drawing, painting, puzzles and supervised access to cutting activities.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The environment is currently undergoing redecoration. This has resulted in some disruption because there is nowhere for children to hang their coats or place their belongings. Display of children's work is limited because there are currently no display boards available for staff to mount children's achievements.

A suitable range of equipment and resources are regularly checked for children's safe use. Staff are generally aware of safety issues within the setting, though the lack of a thorough written risk assessment results in some hazards going un-noticed in the outdoor area. Children are beginning to learn about keeping themselves safe when they talk about not running in the hall.

Appropriate security systems are in place to prevent children from leaving without an adult and consistent use of the visitors book ensures that all visits are recorded. Children know what to do if the fire alarm sounds because staff practise evacuation procedures regularly with them.

Senior staff demonstrate a clear understanding of the important role they play with regard to child protection and key staff have received training in this area, with updates planned. Clear policies and procedures are in place to safeguard children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy the provision and make sound progress in their learning and development. They mostly settle well, though many new starters this term has resulted in some children taking a little longer to separate confidently from their carers. Play areas are appropriately presented with a variety of play materials and cosy areas, which staff encourage the children to explore. Staff sit with the children and talk to them gently, calmly supporting their play. Children enjoy visiting the role play area which has been transformed into a sari shop, where they can dress up and pretend to buy the costumes.

Young children enjoy a smaller room, organised to create a homely environment with a suitable range of age appropriate toys and activities, though they are free to access the larger room at any time. Staff are aware of the Birth to three matters framework and implement this into their planning to support younger children's development. Staff encourage children to play together and share. Lots of praise and encouragement develops children's self-esteem. All children enjoy plenty of opportunities to develop their social skills. For example, they sit together at snack times and enjoy role-play, where they negotiate and co-operate effectively.

Nursery education

The quality of teaching and learning is satisfactory. Staff show a sound understanding of the six areas of learning within the Foundation Stage and implement a reasonable range of teaching methods. Many of the older children have recently left the setting to go to school, resulting in a large number of children under three attending. Records show that staff appropriately link their observations of children to the six areas of learning and use the information they gain to inform their planning, though the older and most able children are not sufficiently challenged to fully promote their learning.

Staff generally engage children's interest with enthusiasm, but a lack of stimulating resources in some areas means that children do not always utilise the areas available to them. For example, few children access the writing area because the organisation of the resources do not invite them to do so. Some children can recognise their own written names and that of their friends. There are regular opportunities within the daily routine when they find their name and practise the letter sounds.

Children behave well and respond to the clear boundaries set by the team. Staff consistently explain to children why some behaviours may be unacceptable when disputes occur, to increase their understanding of right and wrong.

Children gain appropriate levels of independence. They can access snacks from the snack area when they are hungry and begin to understand about quantity and portion size. They help themselves to drinks and many can pour skilfully from the jugs available without spilling. They know that they wear aprons to protect their clothes and know where to collect these from, many of them managing to put them on by themselves.

Children have regular opportunities to engage in craft and creative activities. There are daily opportunities for them to paint at the easel and focus activities for more adult directed work. Children are able to access the computer and show competence in using the mouse and keyboard. They show good levels of concentration at story times because staff use props and engage the children well, holding their attention and encouraging them to join in with familiar stories.

Helping children make a positive contribution

The provision is good.

There are clear systems in place to support children with learning difficulties and/or disabilities. Staff share observations with the nursery Special Educational Needs Co-ordinator and work together with parents and other professionals to support their individual needs. Children are introduced to difference through topic work and acknowledgement of cultural celebrations, for example, through discussion about Diwali and craft activities to support the topic. A variety of resources and play materials positively reflect diversity.

Children have good manners as staff encourage them to work together and to say please and thank you. This fosters children's social, moral, cultural and spiritual development. They behave well and show understanding of the setting's boundaries and routines.

The partnership with parents of children who receive nursery education is good. Information about the Foundation Stage is available to parents and plans displayed in the lobby inform them about topic work and how this can be extended at home. The verbal sharing of children's progress provides parents with information on how their child is developing and written reports are discussed at parent's meetings. Parents can contribute ideas and suggestions through the suggestions box or directly to staff and have access to the setting's policies and procedures.

Organisation

The organisation is satisfactory.

Children are well cared for by an appropriately qualified staff team and deployed effectively to ensure children receive good supervision. Recruitment procedures ensure that staff are suitable but information is not always effectively communicated to the senior team. A supportive management team guide staff in their work and the team work well together, aware of their individual roles and responsibilities. Documentation is generally well maintained, though the register of attendance does not consistently show children's and staff arrival and departure times.

The leadership and management of the nursery are satisfactory. Appropriate systems of support are in place for staff and access to training is available to ensure staff can continually update their practice. The manager is aware of the setting's strengths and weaknesses and has plans in place to effect change. Staff meet together at regular intervals to ensure they are aware of children's needs and use questionnaires to assess satisfaction from its users. Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the setting was asked to inform the regulator of changes, improve the use of the outdoor area, ensure an appropriate temperature within the setting, review the flexibility of the snack times, improve the resources that reflect diversity and to ensure staff are aware of child protection procedures. Most of the recommendations have been suitably met. Ofsted have been informed of changes to the setting, ensuring that relevant staff checks can be carried out. A café style snack system has been introduced to allow children variety and choice. The temperature is mostly comfortable. Staff have improved their knowledge of child protection procedures and further resources that introduce children to difference have been obtained. The use of the outdoor area has been raised as a recommendation at this inspection.

At the last inspection for nursery education the setting was asked to evaluate the routine of the session, improve the organisation of large group times, develop staff understanding of the Foundation Stage and improve the information available to parents. Staff have attended training to develop their knowledge of the early learning goals and assist them in providing a balanced curriculum for children. The routine has been reviewed to allow children to take part in uninterrupted play as much as possible and parents are now provided with information about the early learning goals and ways in which activities can be followed through at home to extend 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.

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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):

- improve the systems for hand washing to prevent risk of cross infection
- request written parental permission to seek emergency medical treatment
- implement written procedures and recording systems for risk assessment
- consistently record children and staff times of arrival and departure
- ensure that recruitment information is promptly and effectively communicated within the senior team

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):

- develop the use of the outdoor area to allow children varied physical play opportunities throughout the year (also applies to care)
- ensure the older and more able children are provided with sufficient challenging activities

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