

Neston Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	199401
Inspection date	15 November 2007
Inspector	Beverley Blackburn
Setting Address	Neston Village Hall, Pool Green, Neston,, Corsham, Wiltshire, SN13 9SN
Telephone number	01225 812552
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Registered person	Neston 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?

Neston Pre-School Playgroup has been established in its present location since 1972. It operates from the village hall, with access to a kitchen, toilets and an outside play area. The setting is registered to care for a maximum of 32 children aged two to five years and is registered to accept funded three- and four-year-olds. There are currently 26 children on roll of which 21 are funded children. The setting currently open from Tuesday to Friday throughout school term times for morning and lunch-time sessions. The group has experience of caring for children with identified learning difficulties and/or physical disabilities. There are currently no children attending with English as an additional language. Six full and part-time members of staff are employed. Three have Early Years qualifications, three are undertaking training.

The group is a member of the Pre-school Learning Alliance. The group receive support from an Early Years teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are provided with a range of healthy snacks. They are able to independently choose from a selection of snacks such as chopped fruits, cheese, raisins and breadsticks. Children learn the importance of drinking regularly, they are provided with milk or water at snack time. A jug of drinking water and cups are always available and accessible to the children, they often independently help themselves to drinking water. Children are helped to understand the benefits of healthy eating through play, for example, the home corner set up as a Café, or as staff regularly talk to them about healthy foods.

Children's health is actively promoted through well established daily hygienic routines and effective practice; this is demonstrated as children are encouraged to wash their hands after messy activities and before eating. Children's personal hygiene is effectively promoted. Children receive good continuity of care through sharing of information with their parents about accidents and required medication. A visit from a local dentist helps the children to understand the importance of looking after their teeth. Children learn about what are the good and bad foods for their teeth.

Children enjoy playing outside in the playground. They are encouraged to independently put on their own coats, assisted by staff if needed, as they go out to play. Children have good opportunities to develop physically. They learn that physical activities help to maintain a healthy lifestyle. Children are able to enjoy riding bikes and participating in a small obstacle course, such as crawling through a tunnel and sliding down slides; they are also involved in activities that exercise various parts of their bodies such as their arms and legs through P.E. sessions where they are helped to balance and control their movements. Children enjoy a wide range of activities which contribute to their good health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are able to play safely in a secure and safe environment. The hall is appropriately sectioned off to maintain children's safety at all times. Activities that are available to the children are well set out and are easily accessible to them. They are able to confidently and independently choose toys from a wide range of activities. The toys and equipment provided are interesting and stimulating and help to develop children's all round skills. The staff ensure the children's safety is paramount by carrying out regular risk assessments, such as the indoor play area and the outside play space. Risks are identified and minimised, which enables children to move around safely, freely and independently. Toys are also regularly checked to ensure that they are in good condition.

There is sufficient space for the children to move around with ease. Children are always supervised, they are fully aware of the emergency evacuation procedures through regular fire drills which are appropriately recorded. Children's safety is effectively managed.

The children's welfare is safeguarded by staff having a good knowledge and understanding of their personal responsibility with regard to child protection issues. They support children's safety by knowing the procedures to be followed if any concerns arise and a designated person

is in place to deal with any concerns. A written statement is shared with parents. The leaders are able to effectively work with other agencies and professionals.

Helping children achieve well and enjoy what they do

The provision is good.

Children are making good progress in the setting, which is shown through records, photographs, children's work and observations. They arrive confidently into the setting and quickly settle into the routine of the playgroup. They learn through a wide range of well planned activities. Children are given opportunities to explore and investigate a range of materials such as dough and bubbles. They spend their time purposefully involved in a range of well planned topics which takes into account their learning needs and helps them to progress. Children are able to enjoy playing together co-operatively and learn to take turn playing in the home corner or on the slide. They make independent choices with regard to the activities and resources they wish to explore and show interest and enjoyment in their play. However, children are not always given the opportunity to take on simple responsibilities such as helper for the day.

Children have a good relationship with the staff members and they interact well. The staff have a good knowledge of child development which enables the children to progress their personal, social and emotional development. Children are appropriately challenged so that learning is extended as the staff provide toys and play materials that are suitable for their age and stage of development.

Younger children enjoy a good range of stimulating toys and resources, they are provided with opportunities to explore textures and participate in all activities. Their development is further encouraged by the staff incorporating the Birth to three framework into their daily practice, however it is not always clear how the activity plan is linked to the Birth to three matters framework.

Nursery Education

The quality of teaching and learning is good. The children are making good progress in relation to the stepping stones towards the learning goals in the six areas of learning. They are supported by experienced staff with confidence and a good knowledge of the curriculum for the Foundation Stage. They have a very clear understanding of what the children are intended to learn from the activities. Planning is well planned and covers all areas of learning. The staff work well together as a team to meet the needs of the children.

Staff know the children well and have a good relationship with them. They are deployed so that they can effectively support the children's learning. The staff are able to identify learning intentions by skilful and appropriate questioning in order to make children think and extend their knowledge. Staff carry out clear written observations on the children which are used to complete assessments and help children move on to the next step.

Children show a good interest in the activities provided. Most children are able to focus and concentrate for a good period of time on activities of their choosing. Children show confidence in selecting and carrying out activities, for example, such as playing on the computer, painting and sticking or reading in the book corner. Children are beginning to make constructive and harmonious relationships with their peers; they are learning to play co-operatively, taking turns and sharing.

Children are able to listen attentively to stories, with enjoyment, and respond appropriately to questions relating to the stories and are able to predict what will happen next. They are confident speakers and enjoy talking to adults; they speak clearly and show awareness of the listener. Musical activities such as singing and the use of instruments contribute to developing children's listening skills; children show great enjoyment and enthusiasm in their singing sessions. However, there is insufficient opportunity for children to respond to music using their bodies.

Children enjoy writing in the well equipped mark making area. Children are helped to recognise their names, by selecting their name tag at snack time. Children are encouraged to write their name on their own work. This helps children to understand that print has a meaning. Children are encouraged to listen to one another, for example, at show and tell time. Children are confident in initiating conversation with each other and the staff and other adults.

Children are encouraged to count through number songs, stories and numbers displayed around the rooms. The more able children are able to count more reliably and recognise 0-9; this is encouraged through daily routine and activities. Children do simple calculations and problem solve through number rhymes and action songs. Children demonstrate their interest in numbers, for example, in cooking activities as they enjoy weighing out the ingredients. Shape and patterns are introduced into the children's learning through activities such as cutting out shapes and putting puzzles together. Staff talk to children about size and help them to understand language such as big, huge, massive, small and minute. Children are able to recognise shapes such as triangle, square and circle and are able to make shapes such as a circle.

Children talk about the past and remember significant events personal to them. They are able to show interest in the world they live in when talking about the weather and seasons. Children can confidently operate simple programmes on the computer and manoeuvre the mouse with skill. They are able to use everyday technology with confidence. Children are able to confidently explore nature, for example, looking at a woodlouse, making a snowman or watching a small block of snow melt. The staff help the children to learn that ice is frozen water.

Children show awareness of themselves and others when moving indoors and outdoors. They enjoy outdoor play, are able to confidently ride a bike, and use large and small equipment and negotiate the space around others well. Children use a variety of textures and show interest in what they see and feel, such as squishing the foam through their fingers and expressing how it feels, "cold and soft". They are able to use their imagination and express themselves as they enjoy their play in the home corner or puppet show. Children have opportunities to use a range of different media to explore colour. They paint creatively at the table using a selection of bright colours and are able to communicate their ideas through drawing and painting.

Helping children make a positive contribution

The provision is good.

Children relate well to the staff. Children regularly play in small friendly groups, for example, in the home corner with a selection of toys which they share. The children are learning to take turns in play; for example, on the computer. They enjoy chatting to each other at snack time and benefit from developing good relationships with each other. Children frequently make decisions and choices during free play. A wide range of toys is easily accessible to them, which is stored at their level.

Children's spiritual, moral, social and cultural development is fostered. Children are confident and demonstrate increasing independence.

Children's individual needs are met because the staff members have an appropriate system in place to get to know their needs. Children with learning/educational difficulties are identified and staff work effectively to meet their requirements. There is a good working relationship between the parents and staff, parents are kept well informed through key worker meetings. Staff are able to liaise effectively with other professionals.

The group provides a meaningful range of activities and resources to promote a positive view of the wider world and increase children's awareness of diversity and their understanding of others, enabling children to value differences. The setting has a very good involvement with the local community and they are welcomed into the playgroup; people such as Firefighters, Dentist, Doctor and Nurse are invited in. Children are encouraged to contribute to the community by collecting pennies for the RSPB and make visits to the local cats and dogs home.

Staff are aware of effective, positive strategies, such as praise and encouragement, to support appropriate behaviour.

The partnership with parents and carers is good. The children's individual needs, progress and development are promoted well because of the staff's commitment to working in partnership with the parents. Staff are approachable and welcoming. Parents are kept up to date about the setting through the notice board and newsletters and the playgroup website. They are well informed about their children's progress and have opportunities to discuss their children's assessment and development. Parents are encouraged to participate in the playgroup and to be involved in the children's learning, for example, a parent chef demonstrated to the children how to make pasta. The parents are very happy with the care and education the children are receiving.

Organisation

The organisation is good.

Children benefit from the staff working well as a team. Staff regularly discuss planning and the children's progress. The staff organised the space well to maximise the play opportunities for the children. The documentation in place supports children's health, safety and well-being. The required records, policies and procedures for the efficient and safe management of the setting are in place and staff and parents are fully aware of them. Most staff are suitably qualified or working toward a qualification; all staff are appropriately vetted and suitable to work with children. Children's care, learning and play are positively supported through a well maintained adult to child ratio. The setting meets the needs of the range of children for whom it provides care and education.

Leadership and management is good. The staff are committed and work well together to offer children a wide range of interesting and exciting experiences that promote their progress and development. The leaders have a clear vision for the playgroup. They have good progress over the years and have seen the setting grow. Staff are supported well in developing their professional skills in order to maintain good practice. There is a good relationship between the committee and the manager. Annual staff appraisal means staff are able to identify areas of development and training needs in their own practice, which in turn has a positive impact for the children's learning.

The setting is effectively managed because the staff are able to identify and make improvements to the care and learning of the children.

Improvements since the last inspection

At the last inspection the setting was asked to ensure children's existing injuries are recorded and that the group's child protection duties are shared with parents; to ensure details of the registering body are available in the complaints policy; to ensure there is a policy for the administration of medication, and that written consent is gained from parents for seeking emergency medical treatment or advice; to ensure there is a procedure in place for if an allegation of abuse is made against a staff member and to ensure there is a procedure in place for the safe conduct of outings; and that the fire evacuation procedures are displayed. All the required policies and procedures and written consents are now in place. This will ensure the efficient and safe management of the provision and that the children's safety is promoted.

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):

- provide more opportunities for children to take on simple tasks in order to promote more responsibility
- improve the planning for Birth to three matters to clearly indicate how the activities are linked to the 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):

- provide more opportunities for children to respond to music using their bodies
- continue to introduce children to linking sounds to letters by encouraging them to listen and to become more aware of sounds in words

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