

Naunton Park Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	101499
Inspection date	03 December 2007
Inspector	Ruth Tharme
Setting Address	Naunton Lane, Leckhampton, Cheltenham, Gloucestershire, GL53 7BJ
Telephone number	01242 573491
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Registered person	Naunton Park 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?

Naunton Park Pre-School Playgroup is situated in the Leckhampton area of Cheltenham and is managed by a voluntary committee of parents and staff. The playgroup operates from two dedicated playrooms within Naunton Park Primary School. Children attend from the surrounding areas.

The playgroup is open on weekday mornings from 09.00 to 12.00 and on Monday, Tuesday, Wednesday and Thursday afternoons from 13.00 to 15.30, during term time. Children attend for a variety of sessions. There are currently 67 children on roll, of these 50 receive funding for nursery education. The group supports children with learning difficulties or disabilities, and those for whom English is an additional language.

There are seven members of staff who work directly with the children. Most staff members hold, or are working towards, recognised early years qualifications.

The playgroup is supported by an Early Years Advisor from the local authority and a Playgroup and Toddler Association representative.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy regular exercise, making daily use of outdoor play areas, which promotes their good health. They confidently use large play equipment such as trikes, cars and see-saws and are able to run around freely in the large open spaces.

The children's environment is clean and well maintained. They learn the importance of good personal hygiene through well implemented routines. They know to wash their hands after using the toilet and before meal times. Children who fall ill are cared for appropriately. There are clear procedures for staff to follow which means that the risk of further infection is minimised. Any medication administered to children or accidents they are involved in are clearly recorded. Relevant information is shared with parents, who are asked to countersign all entries into the record books.

Children's individual dietary needs are appropriately met. Written information is requested from parents so all staff are well informed. Care is taken to ensure that children receive a healthy and balanced snack at break time. Fresh fruit is available daily and drinks of milk or water are provided.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, clean and stimulating environment. Toys and resources are carefully selected to ensure that they are suitable for the children attending. Staff take account of children's age and stage of development when selecting resources, and carry out visual checks on equipment before children arrive. There is a risk assessment programme in place which helps to identify and address any potential danger to the children. The children are well informed about procedures and take part in regular evacuation drills so they know what to do in the event of an emergency. The premises are kept secure to ensure that children cannot leave unsupervised and all visitors are asked to sign in a visitors book, which helps to keep children safe.

All staff have completed safeguarding training, so they are able to identify a child who may be at risk. They understand the procedures to follow if they have any concerns about a child's welfare and know how to ensure that children are protected should an allegation be made against a member of the team.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at play group. They are comfortable and familiar, with routines and play group staff. They arrive with enthusiasm and settle well to their activities. Children gain confidence from staff who are good role models and demonstrate a positive attitude, presenting activities in an interesting and enthusiastic manner. This means that children show interest in the activities on offer, make choices for themselves and concentrate for sustained periods. Children's ideas and opinions are valued as staff ensure that there is time set aside each day to listen to children's views.

The broad range of activities on offer throughout the session promote children's development. There are plenty of opportunities for creative and imaginative play. Staff skilfully encourage children's thinking by asking open questions such as 'what is going to happen?' or 'what do you think?'

Children feel valued, safe and relaxed in the setting. Staff provide a calm and nurturing environment, and develop a warm relationship with the children.

Nursery Education.

The quality of teaching and learning is good. Children are making good progress in all areas of their learning and development. Staff have a good knowledge and understanding of the Foundation Stage and how young children learn. They provide a stimulating environment and make good use of available resources. Well planned activities cover all areas of children's learning and development. The challenges set are generally appropriate so children behave well and are interested and engaged. However, occasionally the challenges offered are insufficient for the most able children which means that they are denied the opportunity to progress as far as they might otherwise. For example, children who confidently ride a three-wheeled vehicle have limited opportunities to further develop skills for riding a bicycle.

There is a well-established programme in place for regular observation and assessment of the children's progress. This helps staff to plan more effectively, and ensure that parents and future settings are suitably informed about children's learning and development.

Children leave their parents confidently, often running to join the group. They respond positively to staff and speak confidently at registration time. There are firm friendships forming and children seek out others to share their play and experiences. They have a good awareness of the boundaries set, listening carefully to adults and responding positively to them, following instructions well. They recognise their own needs such as when they need the toilet, and address them independently.

Children's vocabulary develops as staff introduce new language such as 'whisk' and 'egg separator' during a cooking activity. They use language for thinking as they use talk to relive past experiences, for example, discussing how Christmas cakes had been made at a previous session. Staff use rhyming and rhythmic activities to develop children's listening skills. Children tap out rhythms using bells and sing along to Christmas songs.

Children show a keen interest in numbers and counting. They use dice and move counters correctly as they play number-based board games. They say with confidence the number which is one more when assessing how many children are sitting at their table for snack. Mathematical language is correctly used as children play, for example, children described their rolled up paper as a cone.

Children enjoy exploring objects as they play. They describe a nativity scene, discussing what they see and how each object feels. They use plastic shapes to construct with a purpose in mind, producing flowers in a variety of shapes and sizes. They show an interest in information and communication technology, using telephones in the home corner and taking accomplished photographs with a digital camera. Children enjoy experiencing the culture and beliefs of others, examining books and resources from around the world such as Chinese fans or Indian saris.

Children recognise and name colours correctly, making choices of a particular colour for a particular purpose, for example, green for the grass and blue for the sky. They enjoy familiar

songs, singing 'Away in a Manger' with enthusiasm as they play with nativity figures. The well equipped home corner promotes children's imaginative play, as they make use of the comfy fire side and Christmas decorations to support their play.

Children move spontaneously within the available space, negotiating pathways around their playroom as they move between activities. They show respect for the personal space of others, finding an appropriate space on the mat to sit at registration time. They have an awareness of healthy practices, putting their coats on to keep warm and blowing their own noses when needed.

Helping children make a positive contribution

The provision is good.

Children's individual needs are well supported as staff take care to discuss specific requirements with parents and keep written records of dietary and medical needs. All children are given clear information about the activities on offer and are actively encouraged to make choices for themselves. This means that they are all given equal access to toys and activities. A good range of multicultural resources are readily available and promote children's knowledge and understanding of other faiths and cultures.

Children with learning difficulties or disabilities are well supported. Staffing arrangements, resources and the environment are adapted to help children take part in activities. The clear programme of observation and assessment provides a strong basis for identifying and addressing particular needs. Staff have forged close links with other professionals from social and health services to ensure that children receive support which is both appropriate and consistent.

Children behave well. Staff ensure that parents are well informed about strategies used to manage behaviour so children do not receive conflicting messages. They use praise to encourage good behaviour and have high expectations of manners, reminding children to say 'please' and 'thank you' when needed.

The partnership with parents is good. Regular, informal discussions with parents ensure continuity of care for the children. Parents have access to a range of helpful information such as newsletters, display boards and policies. They are encouraged to be involved in their child's learning by spending time in the setting and sharing books and photographs from play group at home. Children's social, moral, spiritual and cultural development is fostered.

Organisation

The organisation is good.

Staff turn over is very low but the group has clear and robust procedures in place should the need to recruit new staff arise. Clear records of staff qualifications and training are in place, but the ongoing suitability of staff is not currently recorded. Children are well supervised and all visitors to the group are accompanied by staff members to ensure children's safety.

Good use is made of staff, available space and resources to ensure that children are well supported. Staffing arrangements mean that appropriate cover is always available in the event of absence or illness. Suitable ratios are maintained throughout which means that children receive good levels of adult support.

All records are appropriately shared with parents and the certificate is clearly displayed so parents have access to information about the conditions of registration.

The leadership and management of the setting is good. The committee is pro-active in ensuring that staff are clear about their roles and responsibilities. There are effective strategies in place for assessing and addressing the strengths and weaknesses of the setting. Regular input from the Pre-school and Toddler Association representative and the local authority is valued, and their recommendations are used constructively to improve the provision. There is a clear commitment to ongoing improvement. The setting meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the playgroup were asked to include in their policies details about the exclusion of children who were ill or infectious and to inform parents. The group now have a large poster available for parents to see on their notice board, giving clear guidelines as to what infections children should not attend the setting with and how long they need to stay away. Secondly the group were asked to ensure that the children have a good understanding of emergency evacuation procedures and that the group policy is reflected in practice. Staff are clear about their roles in the event of an emergency. There are procedures clearly displayed throughout the setting and fire drills are now well documented which shows that children are now fully aware of what to do in an emergency situation.

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):

- develop and implement strategies to ensure that the ongoing suitability of staff is reviewed more regularly

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):

- continue to develop the planning and organisation of activities to ensure that the most able children are consistently challenged and encouraged to fulfil their potential

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