

# Phase 5 Pre-School Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	136053
<b>Inspection date</b>	05 March 2008
<b>Inspector</b>	Zahida Hatia
<b>Setting Address</b>	Kelston Close, Yate, South Glos, BS37 8SZ
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<b>E-mail</b>	
<b>Registered person</b>	Phase 5 Pre School Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Phase Five Pre-School Playgroup has been registered to provide sessional day care since 1979. It operates from purpose built premises in a large residential area on the outskirts of Yate, close to primary schools and a park. The building is open-plan with office, toilet and kitchen facilities off the main playroom. There is a fully enclosed outside area with tarmac and grassed surfaces for outdoor play.

The pre-school is managed by a voluntary parent committee and there are two separate staff teams who each work five sessions per week. Each team has a leader, deputy leader and an assistant and all staff are experienced and qualified in early years education and care. A member of staff from each team is designated as the Special Educational Needs Co-ordinator. In addition, parents help during the sessions on a rota basis. The group receives support and guidance from an advisory teacher from the South Gloucestershire Early Years and Development Childcare Partnership. They are also members of the Pre-School Learning Alliance.

Currently there are 84 children on roll; of these, 58 receive the nursery education grant. Phase Five supports children with special needs and for whom English is an additional language.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children are cared for in a warm and clean environment. They receive support and guidance from staff, in understanding the importance of following hygiene procedures as they discuss the importance of washing their hands. However, older children do not always wash their hands after using the toilet. Most staff hold a current first aid certificate and accident records are appropriately maintained.

Children begin to understand the benefits of a healthy diet. They select snacks from a variety of fruits on offer, which encourages children to have an awareness of a healthy lifestyle. Younger children are developing independence as they feed themselves, with support from staff. Older children decide who they would like to have their snack with and when to have it as staff have set up a snack area where children can go to when they are hungry. Staff take account of parents' wishes to meet children's individual health and dietary requirements. This information is displayed in the kitchen. Children have free access to water throughout the session.

Children are active and enjoy regular outdoor play, which contributes to their general good health. They learn good hand and eye coordination as they throw and catch balls successfully. Children move with coordination and control as they adjust speed and change direction to avoid obstacles. They successfully manoeuvre wheeled toys around the outside play area pretending to queue for petrol and paying the attendant money for the service. Children move confidently and safely, indoors and outdoors, negotiating space. Older children engage in the challenges of a range of activities, such as an organised game of basketball. This helps children develop control when using their bodies.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in secure premises and benefit from the use of an appropriate range of safety equipment. Staff regularly check for hazards, therefore, children are able to move around freely and safely. Staff are vigilant as they support children in their play. For example, the committee has provided staff with a padlock to use with the main gate whilst children are playing outdoors, this procedure ensures children remain safe. Children are actively encouraged to be aware of their own safety and learn how to avoid accidents. For example, clear explanations are given to children as to why walking while carrying scissors is dangerous. Fire safety is adequately addressed as exits are kept clear of obstructions and the fire drill is practised on a regular basis.

All equipment is carefully monitored to ensure it is safe and appropriate for the children's ages and stages of development. Low-level storage ensures children can freely access equipment safely. Therefore, children have access to a variety of age-appropriate play equipment.

Children are appropriately protected as staff have a sound understanding of their role and responsibilities with regards to child protection matters. Staff are confident to report any concerns in order to safeguard children. They are aware of the indicators of abuse and the action required to safeguard children. This results in children being safeguarded.

## **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children play happily together and have trusting and caring relationships with each other and staff. The warm and caring relationships result in children being happy and settled in the playgroup. Children arrive happy and eager to participate. New children are helped to settle by staff that are sensitive to their needs and their distress is kept to a minimum. Close and caring relationships increase children's sense of trust and help them to develop a strong sense of self.

Staff plan a wide range of purposeful and interesting activities according to children's ages and stages of development. This is fostered appropriately by the use of the 'Birth to three matters' framework. For example, the role play area is suitably equipped to allow children to act out everyday experiences.

Children thoroughly enjoy painting, collage and craft activities and have opportunities to explore materials, such as paint, play dough, sand and water. This allows them to experiment with different media and freely explore their own ideas. Free play is carefully balanced with focused activities, for example, children use large paint brushes and rollers to paint the blue sky for their display about 'Goldilocks and the Three Bears' or help to colour the bricks of the wall 'Humpty Dumpty' will sit on for another display in the main play room. This encourages children to make independent choices and decisions.

### **Nursery education**

The quality of teaching and learning is satisfactory. Staff have a secure knowledge and understanding of the early learning goals and use this to provide a broad and balanced curriculum across the six areas of learning. Individual learning plans are clearly linked to the stepping stones but children's individual progress is not clearly recorded and therefore cannot be used a basis to plan children's next steps in learning. Staff encourage children to participate, explore, problem solve and have fun whilst learning. They interact effectively with children to stimulate their curiosity which reinforces their learning. A range of teaching methods are used which include a balance of focused and freely chosen activities. Staff use open ended questions to effectively challenge children's thinking and develop their language skills.

Children's personal, social and emotional development is generally good. They are interested, confident and able to work on their own or as part of a small group. Children greet each other on arrival and are happy to participate in the activities on offer. They enter the nursery confidently and complete some self-care tasks well, such as putting on aprons for messy activities.

Children enjoy an environment that is rich in print, listen attentively to stories and write for a real purpose as they attempt to make marks to represent their names or pictures. They are beginning to be aware that print has meaning as they use name cards at snack times and when labelling their own work. Children are involved in a satisfactory range of mathematical activities. For example, they count the number of plastic bears and sort out different sizes as they go along. They also count how many pieces of fruit they have at snack time. Children show awareness of shape, comparing size and position using different sized bears.

Children benefit from regular access to fresh air and physical activities. They run around and propel ride-on toys skilfully with their feet. This is recorded in photographs, children's work and written observations which are clearly linked to the stepping stones.

## **Helping children make a positive contribution**

The provision is satisfactory.

Children are valued as individuals and receive appropriate praise and encouragement. They are happy and content and are showing a strong sense of belonging. Displays of artwork allow children to experience high levels of self-esteem through the pride of seeing their artwork valued. Children are familiar with daily routines and have formed good relationships with staff and their peers. Children's awareness of equal opportunities is fostered appropriately. Staff ensure that the playgroup's resources and activities positively reflect diversity. Posters around the room reflect positive images of diversity and children can see examples of the written word in different languages, such as on the welcome poster. This enables children to learn about cultures, religions and the local community and helps them to develop a positive attitude towards others.

Children play well together and are becoming aware of how their behaviour can affect others. They share, take turns and begin to make choices independently. Staff treat all children equally and are committed to inclusion. Children encounter experiences to learn about themselves and each other. There is a written equal opportunities policy in place, which is consistent with current legislation and guidance. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is satisfactory. The play group values and respects parents. Staff gain information regarding children's needs to ensure that they work closely with the parents. This ensures children are cared for in an environment that is sensitive to their individual needs. Parents are generally well informed and are confident to approach staff. Parents who regularly help out at the play group through the 'parent rota' system have an opportunity to look at their children's assessments and records of achievements, however parents who are unable to help out at the playgroup can miss out on this opportunity. Parents have their own notice board where they can access information, for example, forthcoming events and staff details.

## **Organisation**

The organisation is satisfactory.

A wide range of well written policies and procedures which contribute to children's health and safety, are in place and are regularly reviewed. Policy documents are shared with parents to keep them appropriately informed about childcare and education. Staff are appropriately vetted and have suitable skills and experience to work with children. The grouping of children, according to their age and stage of development, enables staff to provide a suitable range of activities and experiences that children enjoy. This contributes to their overall well-being and means they can initiate their own play and learning. The premises are relatively well organised and space is used appropriately to maximise play opportunities for children with clearly defined areas for play. Children move around confidently and freely and are clearly happy in the settled environment.

Leadership and management of the education provision are satisfactory. Both managers have defined roles and clear ideas for the nursery's future development. The management of the setting is effective and operates appropriately offering children that attend a satisfactory level of care and education. Both managers and their deputies play an active role in day to day operations. They work alongside staff offering guidance and support for the whole staff team. Clear aims for children's care and education are shared with staff. The clear management structure supports staff members who know their roles and responsibilities well. Appraisals and

training needs are monitored to promote their professional development. The active committee have sound systems for staff checks, recruitment and induction, Although the committee is newly formed the chairperson has already recognised how the group can make improvements to the provision. Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the provider was required to address the issue of updating policies and procedures in line with the National Standards. There has been a review of the way policies, procedures and information is shared with parents. Parents are now given a copy of the play group's policies as part of the settling in period. The provider was also asked to develop a strategy that supports children to resolve the conflicts and problems they encounter through play. Staff actively encourage children to share their toys and involve each other in the activities available. Conflicts are resolved by supporting children to talk about their feelings and staff positively encourage good behaviour.

### **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 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 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 children's awareness is raised about good hygiene practices with particular regard to hand washing after using the toilet
- ensure that staff regularly exchange and share information with all parents

#### **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 that the observations and assessments of children's development is used to plan for the next steps in children's learning (also applies to care).

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](http://www.ofsted.gov.uk)