

Bottesford Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	223197
Inspection date	16 January 2008
Inspector	Elisabeth Wright
Setting Address	The Garden, Belvoir High School, Bottesford, Nottinghamshire, NG13 0AX
Telephone number	01949 844489
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Registered person	The Trustees of Bottesford & District Pre-School Playgroup
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 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?

Bottesford Pre-school Playgroup is a registered charity managed by a voluntary committee of parents. It operates from a single storey building which is situated within the grounds of Belvoir High School. The accommodation comprises of a large and small playroom, an office and a kitchen. There is an enclosed outdoor play area, which includes grass and hard surface. Children attend from the local village community of Bottesford and surrounding rural areas.

Children between the ages of two years nine months and five years are able to access a variety of full day and sessional places. There are currently 74 children on roll. Of these 61 children receive funding for nursery education.

The playgroup opens Monday to Friday between 09:15 to 15:45 term time only. There are 11 part-time staff members, four of whom hold a teaching qualification, and four who hold a relevant early years qualifications, with one member of staff working towards NVQ level 2. The playgroup receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm and clean setting. They are learning about personal hygiene through daily routines and explanations given by staff, for example they wash their hands after using the toilet and before they eat their lunch or snack and understand that they do so to wash germs away. Effective procedures and routines for cleaning, sustain high levels of hygiene and prevent the spread of infection which helps to protect the children. Staff have relevant first aid training and children are well cared for due to the procedures in place for first aid and accidents, all of which are shared with parents.

Children benefit from the provision of healthy and nutritious snacks which take into consideration their dietary requirements and parents' wishes. Children are beginning to have an understanding of healthy eating as activities are planned to support children's learning, for example they grow some of their own fruit and vegetables and participate in discussions about food when involved in cooking activities. Drinking water is available in the playroom, allowing children to independently help themselves, which ensures that they do not become thirsty or dehydrated during the session. Children enjoy healthy packed lunches provided by parents. Lunch time is a social occasion where staff sit and eat with the children, this promotes the children's social skills and good manners.

Children are developing a positive attitude to exercise which is enjoyed on a daily basis. They show high levels of involvement when playing outside as they are having fun washing cars or running around freely in the large and secure play area. Children benefit from being able to play outside in all kinds of weather through the provision of suitable clothing for wet weather and sun shading for the summer. They are confident in the use of large play equipment and are learning specific techniques, for example how to climb and balance on the apparatus, and ride their bikes. They also benefit from the development of sensory and growing areas and the provision of role play areas.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from the warm, light and welcoming surroundings as staff greet them and their parents, helping them to feel secure and content. Children's work is displayed which promotes a sense of belonging and helps children to feel valued in the setting. They are cared for in a well-presented environment where the arrangement of the resources and equipment means that children can move around safely and freely. Children have access to a wide range of toys and resources that are available in specific areas to meet their learning and developmental needs. They are able to make choices as play equipment and resources are stored at low level to encourage their independence.

They are cared for in a child-focused environment where risks are identified and reduced to safeguard the children, for example staff check the toys and equipment on a regular basis to reduce any hazards. Children are kept safe as effective systems are in place to monitor all visitors to the setting and staff supervise the entrance to ensure children are dropped off and collected safely. Daily safety checks are completed by the staff. Regular fire drills take place which helps both children and staff know what to do in the event of an emergency. Children

learn about keeping themselves safe through topics, for example they understand and can explain about how to cross the road safely and how traffic lights work.

Children are protected because staff have a sound and clear understanding of their role with regard to child protection issues and know how to implement procedures in line with the Local Safeguarding Children Board guidelines.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the setting. They arrive happy and confident and quickly settle into the nursery as they make choices about their play. Children have fun as they play with a range of toys and resources. They receive lots of attention and have a strong bond with staff which increases their sense of well-being. Generally children's choices and interests are valued as staff encourage and develop their play ideas. However, on occasions routine interrupts their play, for example when children need to tidy up for snack.

The quality of teaching and children's learning is good. Children are motivated, interested and make good links in their learning. Staff have a good understanding and knowledge of the Foundation Stage and how children learn. Staff work effectively as a team and are patient and skilful in using questioning to develop children's ideas. Present planning methods do not effectively show children's next steps and consequently some older or more able children do not receive sufficient challenge. The setting has identified this and is developing a system which focuses on planning the assessment of individual children's needs.

Children interact well with each other and with adults because staff take time to engage them in conversation and listen to their thoughts and ideas. Therefore they cooperate well in groups, negotiating play and sharing resources. They make good progress in all six areas of learning because they are engaged and interested in their play and learning. Children are confident and generally well behaved. They show independence when selecting and carrying out activities and eagerly express their interests within play. Their self-esteem is good. They are confident to make marks to represent letters and some can write their own names because staff understand the underlying skills they need to do this. For example the setting is working with the local school in piloting handwriting sessions which promote the basic skills needed for good pencil control.

Staff use mathematical language in conversation throughout the session and consequently children have a good grasp of mathematical concepts and language to represent colour, shape, position and size. They count confidently, represent numbers, compare groups and participate in simple calculation. Staff enable them to use mathematical concepts across a range of activities, for example by making graphs to represent how they come to the setting or finding things the same length as their foot. Use of technology is promoted well. Children are confident users of the computer, accurately moving the mouse and following games with competence.

Children benefit from opportunities to learn about their local environment through visits and walks in the local area and receiving visitors to the setting. They learn about the wider world throughout the topics they are engaged with. For example, their learning about physical activities includes looking at dragon boat racing in China. They show curiosity and wonder in the world around them. Children playing in the rain enjoy looking at the rainbow they can see overhead. Children learn about nature and have opportunities to experience natural textures and materials

as they explore the woodland area next to the garden. They are able to learn about nature through first-hand experiences and to have contact with a variety of sensory experiences.

Children are encouraged to plan and experiment and have free access to a range of creative materials, consequently they develop good imagination through art, craft, music and role play activities both indoors and outside.

Helping children make a positive contribution

The provision is good.

All children are warmly welcomed in this setting because staff are proactive in gaining information to inform their understanding and knowledge of each child and their family. Staff value and respect them as individuals, taking time to listen and showing an interest in what they have to say and do. They work closely with their parents and carers to find out what the child's needs are from the onset. Children are developing a positive view of society and the wider world as they take part in activities and use resources that reflect diversity. For example, they have access to a very good range of resources such as books, dolls, small world play, dressing-up clothes and musical instruments that represent a range of cultures and abilities. The setting strongly believes in inclusion and readily adapts activities to include all children. Staff have experience of caring for children who have learning difficulties and/or disabilities and work closely with parents and other professionals to ensure that they are provided with the support they need to enable them to develop to their full potential.

Children are generally well behaved and are making positive and appropriate relationships with their peers and adults. They have a good understanding of the boundaries and expectations that the setting promotes. Staff are calm, patient and explain clearly and consistently to children about what is expected of them. They have a good understanding of appropriate methods to use in managing a range of children's behaviour. All children are praised on their achievements for example, when they sing well, share toys, help tidy away and take turns. Consequently children's self-esteem and confidence is good. They are forming good relationships with their peers and enjoy the company of adults. Children's spiritual, moral, social and cultural development is fostered.

Parents and carers are warmly welcomed into the setting. The setting provides a good range of written and verbal communication for parents and carers which benefits children in meeting their needs effectively. Staff are very approachable and keep parents up to date with their child's progress, learning and care through offering both a professional and friendly approach. Photographs are displayed around the setting valuing children's achievements and providing instant recognition of this for parents and carers. Displays around the setting provide further information about the service that is offered which also includes other childcare issues. Concerns or issues raised by parents and carers are dealt with appropriately. A robust system is in place which clearly outlines effective procedures including written action plans and agreed outcomes.

The partnership with parents and carers of nursery education children is good. Children benefit from the positive partnership staff are developing with parents and carers. Records of children's achievements and information are shared with parents both in a formal and informal method. The setting operates an open door policy whereby parents are always welcome to participate and be involved in their child's learning.

Organisation

The organisation is good.

The children's care is enhanced by good quality organisation and leadership which has high regard for their well-being. Robust recruitment and vetting procedures ensure that children are cared for by adults who are suitable to do so and who have a secure knowledge and understanding of their development needs. All legally required documentation is in place to support good quality care. Children benefit from the setting's commitment to improvement and development. Comprehensive action plans identify areas of development, for example, improvements are planned for the growing area of the garden to expand this resource.

Leadership and management of nursery education is good. The aims of the setting are clearly communicated to staff which ensures that they acquire a good understanding of their roles and responsibilities. The setting has a strong commitment to improvement and is developing and reviewing the planning and recording systems continually, in line with current methods. Staff training needs are valued and supported by the setting. Staff are continually seeking to increase and update their knowledge to the benefit of the children in their care. Overall the provision meets the needs of the children for whom it provides.

Improvements since the last inspection

At the last inspection the setting agreed to re-evaluate the organisation of the session to ensure the children's individual needs are met more effectively at group time. Some progress has been made, provision is made for children to look at books, listen to music and interact with staff whilst waiting for snack to be served. The setting has also introduced more informal snack times on some days to encourage children's independence and reduce the amount of time they sit in groups. This is being further developed and a new recommendation is made.

The setting also agreed to monitor and evaluate the observation and assessment systems. Progress has been made and the setting demonstrates commitment to ongoing improvements.

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):

- further evaluate the organisation of the session to ensure that children's individual needs are fully supported.

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 information gained from assessments to plan for the next stages in children's learning.

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