

Burrough Green Playgroup

Inspection report for early years provision

Unique Reference Number	221815
Inspection date	29 January 2008
Inspector	Carol Brown
Setting Address	Burrough Green School, Burrough Green, Newmarket, Suffolk, CB8 9NH
Telephone number	01638 507474
E-mail	
Registered person	The Trustees of Burrough Green 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 outstanding.

WHAT SORT OF SETTING IS IT?

Burrough Green Pre-school is a well-established group managed by a voluntary committee of parents. It operates from a self-contained building in the grounds of the primary school in Burrough Green, near Newmarket. Children have use of a main group room and a side annexe. The pre-school shares toilets and outdoor play areas with the school.

The pre-school mainly serves the local, rural area but attracts some families from the wider area. There are currently 20 children on roll including five funded three and 12 four-year-olds who are eligible for funded nursery education. Children attend for a variety of sessions. The group supports the inclusion of children with learning difficulties and/or disabilities. The group opens five mornings a week during school term time. Sessions are from 08:45 to 12:15. During the summer term additional sessions are available for older children who will enter the reception class in September, subject to parental demand.

Five staff work with the children each day two of whom have Level 3 qualifications. The setting is a member of the Pre School Learning Alliance (PSLA) and receives support from an early years mentor from the Early Years Development and Childcare Partnership (EYDCP). The

pre-school works in close partnership with the primary school, which enables them to share resources and expertise.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and hygienic environment, where they are beginning to understand the importance of being healthy. Effective daily routines promote children's health and well-being. Hand cleaning and toilet routines are effective in helping to prevent the spread of infection. Children who are suffering from infectious illnesses are excluded from the setting, this protects others from infection.

Children enjoy a varied range of activities, which contribute to their good health. This includes daily activities to enhance their physical development and the provision of healthy snacks.

Children are well protected as all staff hold current first aid certificates and have a sound knowledge of first aid techniques, this means that they are able to provide appropriate care and attention in the event of an accident. Parents are required to give written consent for emergency medical treatment, which means that children receive the optimum treatment according to their specific needs. The staff ensure that individual children's health needs are supported. Children move around confidently during physical activities and are developing an understanding of spatial awareness.

Children are offered healthy, nutritious snacks, for example, fresh fruit and milk. Themed activities further develop children's knowledge of healthy eating as they grow vegetables and partake in simple cooking activities. Parents are required to provide information about their child's dietary requirements to enable the staff to meet individual needs.

.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment. They are able to move around safely and independently, as a result of thorough risk assessments and the supervision of the staff. Children are beginning to understand the importance of safety issues, for example they are learning about road safety and the dangers of electricity. This encourages children to take responsibility for their own safety and the safety of others. The children are encouraged to tidy toys away before snack time or going outside.

Security within the setting is good and there are systems in place to prevent unauthorised access to the playgroup. There are effective procedures in place for the safe arrival and collection of children as parents are required to sign their children in and out, recording arrival and departure times, this is also recorded by the staff. Children are further protected as they are only released into the care of a known adult.

Resources and play equipment are safe, well-organised and afford children choice as they are stored at low level and allow free access. Children and staff practise emergency evacuation procedures once a term. This helps children to become familiar with the routine in the event

of an emergency, however due to children's patterns of attendance, this means that not all children may have the opportunity to become familiar with the evacuation routines. Fire exits are clearly labelled and free from obstruction.

Children are well protected, this is because the staff have a good understanding of the physical and emotional signs, which could indicate child protection issues and the appropriate procedures to follow to record and report any concerns. The setting has a comprehensive child protection policy, which is available for parents.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children have access to a varied and stimulating range of well-planned activities, which supports all areas of their development and learning. They relate well to each other and have developed good relationships with their peers and the staff. Children are obviously familiar with the routines, for example, they help staff to tidy up before snack time. The staff listen to the children's thoughts and suggestions and they are encouraged to share their ideas. Activities and play materials offer children excellent opportunities to make their own choices about play and learning.

Children are provided with a superb balance of new challenges and those they are familiar with, for example, children are learning about on and off. They were provided with torches that are powered by various means, this developed the children's interest in how things work and promoted lot's of conversation around how objects are powered. Children are making good progress, because the staff are highly motivated and recognise the individuality of each child. Activities are planned to take into account children's interests and abilities.

Children's creative and imaginative development is encouraged through activities such as art and craft, painting, listening to and playing music, singing, dancing, role-play and dressing up.

Nursery Education

The quality of teaching and learning is outstanding. This is as a result of the staff's excellent knowledge of the Foundation Stage and the ways in which, to implement it, that promotes children's development and next steps in learning in an enjoyable way. There are comprehensive planning systems in place, which focus on children's individual needs and their stage of development. Parents are involved in their children's learning, as they are given lot's of opportunities to comment on their child's starting point and discuss their progress with the staff on a regular basis. The staff provide parents with comprehensive information regarding their child's progress and development and offer support and guidance as to the next steps.

Children are eager to come into the playgroup. They are beginning to form strong relationships with their peers and firm friendships are being formed as children actively seek out one another. Children's behaviour is good and are able to understand the difference between right and wrong, this is because the staff skilfully question the children as to how they would feel if the same were done to them. Children eagerly talk about their home life and family, which develops their self-esteem and confidence. Well planned activities develop children's sense of community, for example, caring for a new baby and peoples differences and similarities.

Children are confident speakers and are able to express their views and ideas. The careful use of open ended questions by the staff encourage children's thinking and problem solving, for

example, during an activity making fat cakes for wild birds, a group of children were asked 'what do you think birds would like in their cake?', several children discussed this and responded 'sultana's and nuts'. Children are developing their use of language through the Jolly Phonics programme, which develops children's use of sound patterns and rhythms, this is further supported as the children use Makaton sign language in conversation and song. Children are beginning to recognise letters and some competently spell and write their own names.

Most of the children reliably count to ten and they are able represent numbers using their fingers. They are beginning to understand simple mathematical concepts, for example, children talk about their milk carton being nearly empty or full. Staff use songs and rhymes to help children to understand simple addition and subtraction.

Children are beginning to understand the world around them and are able to explore and investigate. An example of this was that children made paper binoculars to look for wild birds, the staff supported children's interest as they pointed out nests in trees and named the species of birds for the children. The children were actively engaged and interested in the activity and talked eagerly about the robins and blackbirds they had seen in their gardens at home.

Children are provided with excellent opportunities to develop their imagination, for example, a group of three boys dressed as doctors examined the inspector. One child listened for a heartbeat and exclaimed 'Your heart's not going boom, boom, it's not working', when asked what did this mean, the child responded 'you're dead'. Another child took the inspector's blood pressure and stated 'It's high it's over 100', when asked what needed to happen to make things better the child stated 'I'm the doctor, I'll give you some medicine and you'll be alright'.

Children move around freely, negotiating space with increasing confidence, for example, avoiding other when riding bikes. They are keen to develop skills their physical skills such as climbing and balancing. Children competently use a range of tools for creative and malleable materials including rollers, cutters and scissors.

Helping children make a positive contribution

The provision is good.

Children are learning to recognise difference and similarity within society. Children are provided with a range of resources and activities, which helps them to develop their knowledge and understanding of the wider community, for example, activities include the celebration of cultural festivals. Children are valued and respected as individuals.

Boys and girls are encouraged to participate in all activities to broaden their range of experiences. The setting promotes the inclusion of children with learning difficulties and/or disabilities. The staff liaise with parents and other relevant professionals to support children's learning needs and development. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is good and they show care and consideration for one another. Staff give the children clear and concise explanations as to the effect that their behaviour is having on others, which takes into account their age, maturity and level of understanding.

Partnership with parents and carers is good. They have access to the playgroups policies and procedures. The staff actively seek parents views about their child's interests and needs to enable appropriate care. Parents are given daily verbal feedback as to their child's progress, as well as formal meetings to discuss their child's progress. Parents are encouraged to be involved

with outings and activities within the playgroup. Several parents were interviewed and all expressed their satisfaction at the care provided, the enthusiasm of the staff and that any issues, however minor are taken seriously by the staff and acted upon.

Organisation

The organisation is good.

Overall, Burrough Green Playgroup meets the needs of the children for whom it provides. Effective daily routines help children to feel secure. Parents are provided with information relating to the services provided and are given regular opportunities to discuss their child's progress. Policies and procedures are used effectively, this promotes children's welfare and contributes to the smooth running of the provision.

The documentation required for the safe and effective running of the playgroup is in place, however, there is no permanent record of visitors kept within the playgroup as these are stored in the school. Therefore, it is not immediately apparent when visitors have been on the premises and for what reason. Children's care and development is supported through the staff's commitment to on-going training, this includes the new Early Years Foundation stage and food hygiene. There are effective systems in place to keep children safe and enable them to make progress.

Leadership and Management is good. Both the Manager and Deputy lead by good example and utilise the strengths of individual staff members very well by delegating different areas of responsibility, for example, the special educational needs co-ordinator and equal opportunities co-ordinator. Regular team meetings support staff development as areas of weakness are identified and further training and support is made available.

Improvements since the last inspection

At the previous inspection recommendations were made in relation to the procedures to be followed if a child was lost and improvement of child protection procedures to include details of the action to be taken if an allegation were made against a member of staff. These have now been implemented, therefore the safety and well-being of the children has been safeguarded.

An additional recommendation was to further improve the range of activities for younger and less able children, this is now in place and all children receive a varied and stimulating range of activities. It was recommended that potential hazards in the outdoor areas were minimised, with particular reference to berries on trees and shrubs, these have now been removed and therefore no longer pose a risk to children.

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 outstanding.

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):

- review emergency evacuation procedures to ensure that all children are familiar with the routines
- continue to develop resources which present positive images of society
- review visitors records to ensure that a permanent records is maintained.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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