

Bradworthy Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	106302
Inspection date	06 March 2008
Inspector	Pamela Woodhouse
Setting Address	Bradworthy CP School, Mill Road, Bradworthy, Holsworthy, Devon, EX22 7RT
Telephone number	(01409) 241365
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Registered person	The Trustees of Bradworthy 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 satisfactory. 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?

Bradworthy Pre-school Playgroup was established in 1970 and operates from a pre-fabricated building in the grounds of Bradworthy Primary School. Children also have access to outside play areas every day. The setting is managed by an elected committee of parents and interested others and serves Bradworthy and the surrounding area.

A maximum of 20 children aged under five years may attend the setting at any one time. The setting is open Monday to Friday during term time from 09:00 to 12:00 and there are currently 26 children aged from three to under five years on roll. Of these, 22 children receive funding for nursery education.

The setting employs three staff, all of whom hold appropriate early years qualifications. A successful parent helper rota is also maintained and one parent assists staff at each session. The setting receives support from the Early Years Advisory Team and is a member of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health and well-being is actively promoted. They have daily opportunities to play in the fresh air and to exercise both outside and indoors, using a range of play provision which supports the development of their physical skills. For example, they have wheeled toys, climbing and balancing equipment as well as a range of small scale equipment such as balls and hoops. Children receive healthy snacks and have access to drinks throughout the session. Parents are very supportive of the healthy eating ethos and take turns to supply the children's snack each day. This includes fresh and dried fruit, vegetable sticks, rice cakes and pitta bread to offer them variety. Children also learn about healthy eating through topics and cooking activities. For example, they consider why milk is a 'good' food and how this helps their bones and teeth to grow strong. They enjoy making bread, discussing the merits of white and brown. Children enjoy experimenting with food, for example, adding fruit cordial to milk to make a milk shake, comparing the different tastes and colour and deciding which they prefer.

Effective procedures ensure that children's risk to the spread of infection is reduced. This includes the implementation of a comprehensive sickness policy and good hygiene procedures. Low sinks and easily accessible toilet facilities encourage children to practice good hygiene routines independently. Staff include children when preparing tables for food related activities, turning the task into an enjoyable learning opportunity for them. For example, children help to clean and set the tables for snack and make sure that cooking utensils are clean before preparing the dough for their bread. There is plenty of discussion about the importance of this and children relish sharing their knowledge about germs. Staff are clear about the procedures for acting in the best interests of the children's health, however, some parental consents have not been obtained to enable them to do this fully. All staff have current first aid certificates which indicates that they have up-to-date knowledge of first aid procedures and are able to administer basic first aid to the children where appropriate. The first aid kit is readily accessible and suitably maintained.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a safe environment where appropriate steps are taken to reduce their risk of accidental injury. Safety equipment is in place to protect them from potential hazards and doors and gates are secured so that they cannot leave the premises or outside play areas unsupervised. Although the entrance door is alarmed to notify staff that it has been opened it does not prevent people from entering. As a result, it is not fully secure and may impact on children's safety. Fire exits are kept clear and all staff and volunteers are familiar with the fire drill procedures. These are practised regularly in conjunction with the school so that children know what to do and to ensure that the premises can be evacuated quickly and safely in an emergency. Staff make sure that proper precautions are taken when children use climbing and balancing equipment, for example, closely supervising the activity and using crash mats around the equipment.

Children are learning to keep themselves safe, such as not running indoors and avoiding collisions when riding their trikes. They demonstrate in their play that they understand about safety. For instance, wearing a riding hat as part of their play when playing on the rocking horse and, when their role play takes them into imaginary woods, discussing with their peers the importance of

not talking to strangers. Equipment and play provision is purchased from reliable nursery suppliers to ensure that these meet children's learning needs and are safe and suitable for them to use.

Children's welfare is generally safeguarded because staff are knowledgeable about the settings' comprehensive policy and procedures in relation to child protection. They undertake regular training so that their knowledge is kept up-to-date and are clear about their roles and responsibilities.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very settled, happy and confident in their environment, having good self esteem and social skills. As a result, they maintain good relationships with their peers with whom they are establishing firm friendships and relate well to the adults who care for them. Staff encourage children to make their own choices and learn new skills. For example, fastening buttons and zips when dressing to play outside and providing appropriate levels of support to enable them to do this. Children's learning and development is appropriately promoted because staff know them well and make sure that activities interest, stimulate and challenge them. Consequently children are eager to learn and are constructively occupied throughout the session.

Nursery Education

The quality of teaching and learning is good. Children learn in a stimulating environment which is complemented by a wide range of good quality play provision and fun activities that are planned around the six areas of learning. Staff are qualified, experienced and skilled at providing appropriate support for the children. They have a secure understanding of the Foundation Stage and use their expertise to ensure that children receive a curriculum which appropriately challenges and engages them. For example, activities are adapted in terms of complexity to suit their stage of development. Children are eager to learn and staff use suitable teaching methods to foster their enthusiasm. They receive regular praise and encouragement for accomplishing tasks and contribute their own ideas for activities. Open ended questioning invites children to contribute to discussions and to think about alternative ways in which a given situation can be addressed. For example, how to plan the physical play activity when plans are suddenly changed due to a heavy rainstorm. This approach demonstrates to the children that they are valued and raises their confidence and self esteem.

Children are very independent and undertake small tasks with confidence and maturity. For example, they take turns to be the special helper, helping with the preparation of snacks, clearing away the art/craft activities and washing the paint and glue pots. Children thoroughly enjoy this responsibility and carry out their tasks with enthusiasm. They support their peers by helping them, for example, to construct rail tracks and to make marble runs. Children's communication and language skills are developing well. They engage in conversation and discussion with their peers and with staff, confidently and eloquently asking questions, for example, about how bread is made. Children enjoy learning new words and meanings such as kneading as they knead the dough and enjoy listening to and joining in with stories and rhymes. Their early writing skills are promoted through opportunities such as writing lists in the role play, drawing and painting pictures. Children are beginning to form recognisable letters and can also recognise their own names and often those of their peers.

Children show interest in number and simple mathematical concepts. They confidently and knowledgeably use mathematical and comparative language in their everyday routines, such as big, little, full, empty and are beginning to recognise numerals and what these represent. Children's counting skills are developing well and daily routines are used to promote this. For example, during roll call they calculate how many boys and girls are present, working out which group has more and which has less and then adding the whole together. Everyday play situations present children with opportunities for problem solving, for example, investigating why some marbles will not run down the marble run and coming to the conclusion that some are too big to fit in the tube. Children show interest in the world around them through activities which introduce them to simple technology, nature, their local community and the wider world. For example, they competently use the computer, ably operating simple programmes and explore how magnifiers work. They learn about seasons and why some animals hibernate and grow various plants in tubs, monitoring the changes as these grow. Stories, such as Rama and Sita and celebrations of festivals such as Christmas, Diwali and Chinese New Year help children to understand about cultures and traditions which are different to their own.

Children have many opportunities to be creative. They make three-dimensional models with a variety of materials and resources such as constructional toys and recyclable materials. They also enjoy building for example, a complicated railway incorporating tunnels, bridges and turn tables to run their trains on. Children explore colour and texture through different methods of painting such as sponge prints, painting with brushes and using malleable materials such as dough. They play imaginatively and act out complex situations which they initiate between them in their role play. Children prepare a picnic and some go off horse riding in the woods. 'Mother' tells them to be careful that they do not get lost and that she will get their dinner ready whilst they are away. Some children respond that she should not worry as there are no monsters in the woods.

Children move about their environment with confidence. Their large muscle skills are promoted through outside activities where they have opportunities to pedal cycles, climb, balance and play ball games and by participating in physical games and activities in the school hall. Children have opportunities to use a range of tools such as, rolling pins and dough cutters to promote the development of their small muscle control. Children are developing good hand-eye coordination, for example, they are able to competently and carefully cut around outlines with scissors and pour water from one vessel to another without spilling the contents.

Helping children make a positive contribution

The provision is good.

Children's needs are appropriately met because staff liaise with their parents to ensure that they have relevant information to enable them to put suitable support systems in place. The daily exchange of information means that both parties are kept up-to-date about children's health and welfare. This ensures that where appropriate, parents and staff can take steps to address any issues or concerns. Parents receive a comprehensive range of information which gives details about the provision, its policies and procedures and as a result, they can make an informed choice about the provision being the right one for their child. Parents are able to be involved in the setting, for example, by being a member of the committee and by helping on the parent rota. They receive regular newsletters and copies of committee meeting minutes to keep them informed about the business side of the setting and of the forthcoming activities and events planned for their children.

Children's spiritual, moral, social and cultural development is fostered. They are very well behaved, lively and polite, following the example of staff who treat the children with courtesy and respect. Children have developed good self esteem because they receive plenty of praise, encouragement and recognition for their achievements. They play cooperatively with their peers, sharing and taking turns, for example, sharing the playdough equally between them. Children use a range of resources which show positive images of diversity which include, role play, wall displays and books. Topics and activities are used to introduce them to other traditions and cultures. This encourages children to be accepting and tolerant of others.

Partnership with parents is good. They receive comprehensive information about the Foundation Stage curriculum and weekly plans are displayed. This means that parents know which activities their children will be participating in to enable them to continue with these at home. The daily exchange of information enables parents to discuss their children's progress informally and open evenings give them the opportunity to see and discuss this more formally with staff.

Organisation

The organisation is satisfactory.

The provider meets the needs of the children for whom it provides. Children benefit from the organised and well presented environment. The premises are warm and welcoming and resources are suitably stored to enable children to access these independently. Space is used effectively to enable children to move around freely and play safely. High adult: child ratios ensure that they receive appropriate support and supervision.

Suitable staff recruitment procedures are in place which ensures that they are suitable to work with children. This includes vetting, monitoring and a probationary period. However, Ofsted have not been notified about changes to the incoming committees over recent years which is a breach of regulation.

The settings policies and procedures are clear and comprehensive, providing a framework for effective practice. Children's records are maintained and stored securely to ensure confidentiality, however, documentation in relation to parental consents is not fully addressed. As a result, staff do not have their permission on some occasions to act in the best interests of the children. For example,

to seek emergency medical advice and/or treatment.

Leadership and management is satisfactory. The whole committee and staff team work well together to provide an organised and smoothly run provision, taking collective responsibility for the success of the setting. Staff receive appraisals to monitor their practice and identify their training needs and are encouraged to update their knowledge on a regular basis so that they are familiar with current practices. The Foundation Stage curriculum is monitored to ensure that children receive a well balanced programme of activities and children's progress is tracked through regular observations and assessments. However, these are not routinely used to plan for the next stage in their individual progress nor shared with parents to enable them to contribute to their children's learning. The whole team is committed to continual improvement and maintaining close links with the adjoining school. They have recently improved the internal areas of the premises and plans are in hand to develop the outside play area to include a natural area for the children. Children make regular visits to the school, sharing resources and having the opportunity to join in activities with reception class. This helps them to become familiar

with the school and aids a smooth transition when it is time for them to begin their formal education.

Improvements since the last inspection

At the last care inspection the provider agreed to develop the existing child protection policy to include procedures to be followed in the event of an allegation being made against a member of staff or volunteer. This has been addressed. The child protection policy has been updated and now includes the required detail. As a result, the policy now accurately reflects the procedures the setting has in place to safeguard children.

At the last nursery education inspection the provider agreed to; develop consistent and integrated planning which clearly covers all six areas of learning throughout the academic year, increase opportunities for children to use numbers for calculation and provide opportunities for them to look at books one to one with an adult. These issues have been addressed. Planning clearly links to all six areas of learning of the Foundation Stage curriculum and is evenly balanced to ensure that this is consistent throughout the year; children have daily opportunities to use number in different ways which includes calculation and they have opportunities to enjoy books on a one-to-one with adults as well as in large and small groups. As a result of the actions taken by the provider, the children are making good progress through the Foundation Stage of learning.

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 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):

- review the door security to safeguard children from people having unsolicited entry to the premises
- ensure that parental consents are obtained to enable staff to seek medical advice and/or treatment for the children in an emergency situation

- ensure that Ofsted are notified of significant changes, including changes to the committee

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 children's assessments to inform planning and to identify the next steps in their learning
- consider how parents can be involved in contributing to their children's assessments and 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