

Ash Preschool Playgroup

Inspection report for early years provision

Unique Reference Number	EY348845
Inspection date	14 May 2008
Inspector	Michelle Tuck
Setting Address	Ash Church of England Primary School, Main Street, Ash, Somerset, TA12 6NS
Telephone number	01935 822 674
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Registered person	Ash Pre-School Playgroup (Sallywags)
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?

Ash Pre-school (Sallywags) has been registered since 1991 and moved to its current premises in 2007. It operates from a purpose built Portakabin situated in the grounds of Ash Church of England Primary School in the village of Ash, near to Martock. Children have use of a main playroom, additional side room and integral toilet facilities. There is an enclosed outdoor play area available at the rear of the premises. Children also have use of the school playing field and a garden area within the school grounds. This group are registered to care for a maximum of 24 children aged two to under five years at any one time. The group opens five days a week, from 09:00 - 13:00, and one afternoon a week until 15.15, term time only. There is a lunch club available every day. Currently there are 33 children on roll of which 28 are in receipt of funding for nursery education. The group supports children with learning difficulties and/or disabilities. There are no children attending that speak English as an additional language.

There are four staff members who work with the children, three have early years qualifications and one staff member is currently on a training programme. The group receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a range of activities that assist them in developing their large muscle skills and encourage a healthy lifestyle. They are confident when in the garden and enjoy using the variety of equipment available to them. This includes ride on toys and small equipment, such as balls, which helps develop their hand to eye co-ordination.

Children receive healthy snacks at the pre-school. They discuss and record individual children's dietary needs and parental preferences, and follow thorough procedures to ensure they adhere to these at all times. Children have opportunities to access drinking water if they desire during the session and there are snack times to ensure all children have a drink regularly.

Children are protected from the risk of infection by the implementation of a range of effective procedures that promote good hygiene. For example, tables are cleaned with anti-bacterial spray before meals and staff use colour coded cloths for different cleaning jobs. There is a clear sickness policy in place to ensure that children are not unnecessarily exposed to infectious illnesses. Children learn the routine of washing their hands before eating and after using the toilet. They use liquid soap and paper towels to limit the risk of cross infection, however, children are not encouraged to wash their hands after blowing their nose.

Children are well cared for in the event of an accident as all staff hold current first aid certificates so there is always someone at hand to administer first aid. Details of accidents are recorded and shared with parents to support children's continuity of care. Procedures are also in place to support the safe administration of medication should any children require this. However, one entry in the accident log has not been fully completed and there is no written record of creams applied to children for medical reasons.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe and secure as the staff have a very good awareness of safety issues and implement effective procedures to ensure that the premises are carefully assessed each day before children arrive, and kept locked during the session. Children are protected from the risk of accidents as appropriate steps are taken to minimise potential hazards. For example, electric sockets are covered, safety gates prevent unsupervised access to the kitchen and the outdoor gates are secured before children play outside. Children regularly practise fire drills to ensure they are able to evacuate the building quickly and safely in the event of an emergency and a detailed fire log is kept.

Children access a range of resources that are maintained in good condition to ensure they are safe for use. They are well organised and a selection of what is available is presented each day so that children can safely make independent choices. For example, some resources are stored in low level units and on tables. Children learn to use tools safely, with increasing control. For example, they use scissors to carefully cut out pieces of paper.

Children's welfare is given good priority as staff have a secure knowledge and understanding of child protection issues. Clear written policies and guidance are in place to support them in implementing appropriate procedures in the event of any concerns. However, the child protection policy procedures do not refer to the Local Safeguarding Children's Board.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happily and quickly settle at the pre-school, choosing from the range of activities offered. They enthusiastically participate in the familiar routines and enjoy new activities, such as bird watching. The range of available activities provide varied play opportunities both indoors and outdoors. Children play well together and also enjoy quiet times on their own, for example, when concentrating to complete a jigsaw.

Nursery Education

The quality of teaching and learning is good. Staff plan a wide range of activities that support children's learning in all six areas of the curriculum. They regularly assess children's achievements and use this information to plan what children need to learn next, building on what they already know and can do. Children's learning is supported effectively as staff interact sensitively with activities initiated by children. For example, they join children at the play dough table, making buns and sing 'five currant buns' with them. Children also enjoy participating in adult-led activities, such as playing table top games that help develop a range of skills, such as recognising colours and shapes, matching and turn taking.

Children are very confident and enjoy initiating their own play. They are familiar with the resources and use them to develop imaginative role play or to explore features of man made and natural materials. For example, they pile pretend food into shopping baskets and go on a picnic and they use magnets to explore materials that stick and those that do not. They use language well to organise their thinking and are able to develop co-operative play by explaining their thoughts and ideas to each other. For example, when using the play house and play people to develop a scene from home life. They are developing a good awareness that print carries meaning as they practise writing for different purposes and find their name as they self register or sit at the table for snack time.

Children learn about mathematics in their daily registration time when they discuss the days of the week and number of children present, however, children's learning is not extended to complete simple addition. They are able to count, confidently linking numbers to objects, for example, when playing table top games such as picture dominoes. Themed activities help them develop their knowledge and understanding of their local environment and the wider world. For example, they explore features of nature during the changing seasons, and they explore the properties of natural and man made materials such as sand, water and play dough. Children's enthusiasm and positive disposition towards learning supports them in making good progress along the stepping stones towards the early learning goals in all six areas of the curriculum.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met well. A key worker system is in place to help children settle and to promote effective exchange of information with parents. The children's spiritual, moral, social and cultural development is fostered. They learn about diversity within society through using a range of resources, such as books and dressing-up clothes and by exploring different cultural traditions and foods from around the world. For example, cooking in a wok when exploring Chinese New Year.

Children's behaviour is generally good. They regularly receive praise and encouragement to reward their good behaviour and they learn about taking turns when playing games in small groups. They sometimes seek adult support to help them negotiate sharing and playing together. Children with particular needs are well supported and fully included in all activities. All children are valued as individuals.

The partnership with parents and carers is good and has a positive impact on children's learning. Parents are well informed about their children's activities and the progress they are making. This enables them to extend children's learning at home through discussion about current themes or offering additional activities at home.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Sessions are well organised and follow familiar routines to help children settle. Children have good opportunities to initiate their own play and to participate in adult-led activities.

All regulatory documentation is in place. A range of policies and procedures underpin the group's good practice. They are shared with parents and implemented effectively to support children's health, safety and welfare. Robust recruitment procedures are in place to ensure that children are cared for by appropriately vetted adults.

Leadership and management are good. The supervisor and the staff work together well to provide a balanced curriculum that supports children's progress along the stepping stones. Regular appraisals of the staff help to evaluate their practice, identify areas for improvement and highlight training needs. The staff team are well motivated, enthusiastic and demonstrate a good commitment to improvement.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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):

- ensure the accident and medication logs are always fully completed
- ensure the child protection policy reflects current practice and refers to the Local Safeguarding Children's board
- ensure good hygiene practices are consistently followed, for example, ensure children always wash their hands after blowing their nose

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):

- provide more opportunities for children to practise calculation

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