

Tirlebrook Pre-School Playgroup & Toddlers

Inspection report for early years provision

Unique Reference Number EY368670

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Inspector Zahida Hatia

Setting Address Tirlebrook Primary School, Brensham Road, TEWKESBURY,
Gloucestershire, GL20 8EW

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Registered person Angela Worrell

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 satisfactory.

WHAT SORT OF SETTING IS IT?

Tirlebrook Pre-School Playgroup and Toddlers opened under different ownership in 2007. It operates from an Elliott building situated within the grounds of Tirlebrook Primary School in Tewkesbury. The playgroup has use of two playrooms, entrance hall and toilets. It has an enclosed play area to the rear of the building and children also have access to the school playground. A maximum of 40 children, between the ages of two and eight years, may attend at any one time. The playgroup is open from Monday to Thursday from 09.00 to 15.00 and on Fridays from 09.00 to 13.00, term times only. The younger children attend Tuesday to Thursday from 13.00 to 15.00. Children attend from the surrounding area. The playgroup maintains close links with the primary school on the same site. Currently there are 61 children on roll and 43 receive funding.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is well promoted due to the effective policies and procedures established within the setting. This ensures staff receive appropriate training in relation to first aid and food preparation. Relevant documents are kept to record accidents and medication and a clear procedure is followed in the event a child becoming poorly. Children and staff adhere to good hygiene practices within the setting. Children sometimes question those routines themselves because they understand that germs can make them ill. For example, a child asks if the table is clean before setting out her own place mat at the self serve snack area.

Children are well protected when playing outdoors in hot weather by effective sun related procedures. For example, all children must wear sun cream and hats and they are frequently reminded to drink water from the dispenser placed around the setting. This ensures that children are kept hydrated.

Children benefit from a healthy diet. They are always provided with a selection of fruit and vegetables to accompany their toast or crumpets at snack time. Children develop a positive approach to healthy living because staff talk to them about which foods are good for them. Children show a willingness to try less familiar food as the setting regularly introduce exotic food tasting sessions. The children are further supported in their learning by helping to make a large display about exotic fruits they had recently tasted. Children benefit from a well organised snack time which is relaxed and enjoyable. This time provides them with opportunities to sit with their friends and talk about all the things they have been doing at home.

Children enjoy daily opportunities to play outdoors in the fresh air because outdoor play is strongly valued as an integral part of children's play and learning. Children have free access to a full range of outdoor activities for a large majority of the play session. They are provided with a good variety of equipment which helps to promote their physical skills and encourages them to take more physical exercise, for example, climbing, balancing, throwing and running. Children also competently use a wide range of small equipment. For example, children excitedly peg out dolls clothes on the washing line outside as well as use small equipment indoors such as scissors, glue spreaders and utensils.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe and secure in well maintained and welcoming premises. The play environment is bright and effectively organised to provide children with a variety of interesting and inviting areas to play. The outdoor play area is equally well used to allow children the freedom to extend their activities outdoors as they wish. Children gain a sense of value and feel welcomed because their art work and photographs are displayed around the room for them to see. Children benefit from a good range of interesting and challenging resources and equipment which promote their learning and fun. Toys and equipment are clearly labelled with both words and pictures, to support both older and younger children in making independent decisions about what they want to play with.

Children are protected by comprehensive policies and procedures for safety which ensures potential risks are minimised. Security measures are effective because children are appropriately

supervised on arrival and when leaving the building. Doors remain locked when children are present which ensures access to the building is appropriately restricted. However, a side gate to the outdoor play area is not secure enough to ensure that children do not escape unnoticed. This can compromise children's safety. Routine fire drills are undertaken to ensure staff and children are familiar with what is expected of them. Staff implement risk assessment procedures with regard to building control and outings. For example, daily safety checks are undertaken within the building and management are required to supply full details about a planned trip, in advance. Children are encouraged to develop a sense of responsibility with regard to managing their own safety as they are reminded to take care not to collide with other children when riding their bikes and not to climb on unsuitable furniture.

Children are well protected. The staff have a good understanding of safeguarding children issues; they attend training to update their skills. They are aware of the correct procedure to follow should the need arise. For example, contact numbers are to hand and confidentiality is maintained. This ensures children's welfare needs are met.

Helping children achieve well and enjoy what they do

The provision is good.

Children receive a warm and friendly welcome from staff when they arrive at the setting which helps them to feel happy and secure. On arrival, children eagerly seek out a member of staff to share their news with. For example, after group registration children are able to share their news about what they did over the weekend or the night before. Staff allow children time to speak and ensure that others are listening to what is being said. Once the register is completed and the children have shared their news the excitement of play begins immediately. New children are given time to settle in because staff are sensitive to individual needs. For example, the use of comforters, such as cuddly toys allow children to keep something familiar close by, but these soon get left to one side because the children quickly become distracted by all the exciting things they can do.

Younger children cope well in the busy environment because they are well supported by staff who are deployed effectively to support them in their play. Children have sufficient opportunities to explore through the use of their senses when moulding the play dough to create different types of ice-creams for one of their role play areas.

Nursery Education

The quality of teaching and learning is satisfactory. Most staff have a sound understanding of how children learn which enables them to provide some valuable learning opportunities. Children are provided with a generally good range of interesting and exciting activities which support their learning and fun. Children benefit from a well organised play environment which is designed to encourage them to be self-sufficient and initiate their own learning opportunities. For example, children benefit from a well equipped writing and creative area where they can design their own models and pictures without direction from staff. However, some staff have not had sufficient training in relation to the Foundation Stage which prevents them from feeling confident and secure in the delivery of the educational programme. For example, staff sometimes miss opportunities to enhance children's learning through purposeful questioning. Planning and assessment systems are sufficiently developed to ensure children's progress is consistently monitored.

Children are making satisfactory progress towards the early learning goals. Children develop strong relationships within the setting as they frequently talk about who their friends are and they often seek their company. Children maintain good links with home because they are encouraged to talk about special events, for example, one child told staff about how he enjoyed his recent holiday but that he was sad because he could not take his best friend with him. Children are independent as they help to tidy up, put on their own coats and they clear their placemats away after snack time. Children are beginning to develop an appreciation of books due to the frequency of story time where they listen to stories. Circle time encourages children to speak confidently in a group and also to develop their listening and concentration skills. Children regularly write, copy and trace their own names. This helps them to recognise letters in their name.

Children count and recognise numbers from 1 to 10 and some children can count beyond 20. For example, the children help adults to do head counts whilst in a queue ready to go outside to play and do the same when they return. They are introduced to other mathematical concepts when playing in water, such as empty and full.

Children make good use of their imaginations in the well equipped role play areas. Currently there are two areas for pretend play. At present one area is constructed as a home and another is an ice-cream parlour, where children have made their own paper ice-creams and lollies to sell.

Helping children make a positive contribution

The provision is satisfactory.

Children are valued as individuals and their needs are sufficiently met. Children are beginning to develop a positive attitude to others and foster an understanding of the wider world and the local community. For example, children celebrate festivals. However, the resources and activities which show positive images are limited.

The group have sufficient procedures in place to support children with learning difficulties and disabilities and there are staff that have been trained in this area. The group works closely with parents and when necessary alongside outside agencies. All children are encouraged to play and learn together harmoniously.

Children in the main, behave well. They are given lots of praise and encouragement and learn to share, take turns and begin to accept the needs of others. They learn to understand right and wrong through experienced staff who are consistent and use age appropriate boundaries for example explanation and distraction.

Partnership with parents and carers is satisfactory. Children benefit from the sharing of information with parents through daily talks and notice boards. However, there are currently no formal systems in place to involve parents in their children's learning for nursery education, although an annual report is provided for each child that details their educational progress. There is also no formal procedure in place for providing parents with more regular feedback. A newsletter is produced each term that informs parents and carers about forthcoming events and topics being covered, along with informative posters around the room and on the notice board. The setting fosters children's spiritual, moral, social and cultural development well.

Organisation

The organisation is good.

The environment is well organised and staff know their roles and responsibilities and effectively implement routines to give children a good range of experiences. Staff consistently interact with children and give them support, encouragement and ratios are adhered to at all times. This helps children to feel secure and confident. Staff attend up to date training regularly, including first aid and safeguarding children courses. Children are well cared for through effective implementation of policies and maintaining documentation.

Leadership and management of the nursery education is satisfactory and contributes to the children's progress towards the early learning goals. Regular meetings and training events contribute towards the professional development of staff. The manager is aware of the issues that need to be addressed to improve the quality of nursery education that the setting offers to children. There is a strong commitment to continuous improvement to provide better quality childcare. Overall, the provision meets the needs of the range of the children for whom it provides.

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 that the outside play area is made secure and that children are not able to leave unsupervised
- continue to develop resources and activities which promote positive images of the wider world

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 staff have sufficient training in relation to the Foundation Stage curriculum so that children are fully supported in how they play, learn and develop
- ensure that all parents have regular opportunities to receive updates about their children's progress

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