

Tetbury Nursery Playgroup

Inspection report for early years provision

Unique reference number	101680
Inspection date	04/03/2009
Inspector	Shirley Ann Jackson
Setting address	Carrie Kitkat Clinic, The Ferns, Tetbury, Gloucestershire, GL8 8JE
Telephone number	01666 504855
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Tetbury Nursery Playgroup first opened over 40 years ago. It operates from the Carrie Kit Kat Clinic in the market town of Tetbury in Gloucestershire. The group is owned and run as a limited company. The playgroup is registered on the Early Years Register. They may provide for a maximum of 33 children aged from birth to the end of the early years age group. There are currently 45 children on roll, aged from two to four years. The group is in receipt of funding for nursery education. The group supports children with learning difficulties or disabilities and those who speak English as an additional language.

The nursery playgroup is open from 08.30 to 15.30 five days a week during school terms. The playgroup offer a pre-school session which operates one morning each week, commencing in January. A mother and toddler group also takes place in the building every Tuesday morning from 09.15 until 11.15. The group offers a crèche from 09.15 until 11.45 on Monday, Wednesday and Thursday mornings for children from birth to the end of the early years age group.

A total of 13 staff work with the children over five days, 11 of whom are qualified to at least level two. Parents also help at the playgroup on a rota basis. The playgroup is a member of Gloucestershire's Parent and Toddler Association and receives support from the local authority.

The group has access to a spacious playroom, a role-play area, a cloakroom and a kitchen. The toddler room is used for more physical play during bad weather. Outdoors, there is an enclosed play area comprising of paved and grassed areas.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's uniqueness is recognised and understood by staff who meet children's ongoing needs in their role as key person. Children make good progress in their learning and development as they enjoy coming to the group and are soon actively engaged in the choice of interesting activities offered. Staff effectively promote all aspects of children's welfare to ensure they are safe and well cared for. Partnerships with parents and carers is strong, helping to keep them informed of their child's progress and involving them in their child's care and education. Ongoing, appropriate reflection of practice enables the setting to identify strengths and areas for development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- build links with other settings to ensure that all adults who interact with the child can contribute to the assessment process
- ensure that the fire exit does not allow unauthorised entry into the building

The leadership and management of the early years provision

The setting is well organised. All required policies, procedures and records are in place, clear and up to date. There is a strong staff team who work well together and are clear about their roles and responsibilities within the group. Good systems are in place for staff recruitment, induction and regular appraisals are in place, ensuring staff strengths and areas for development are identified. This has resulted in a staff team who are well qualified, motivated, enthusiastic and keen to develop and improve what they offer to the families using the setting. Children are safeguarded effectively through staff knowledge and understanding of required procedures. They have all attended training and have a secure understanding of the indicators of abuse and neglect. Staff carry out and record comprehensive risk assessments to ensure the safety of the children. They also complete daily check sheets signed to show that all areas have been assessed for their safety and suitability. However, although they have identified the fire exit as an area which could pose a problem with unauthorised entry this has not yet been resolved.

Partnerships with parents and carers is strong. There is a good exchange of information between the group and parents which enables staff to meet children's individual needs. Ongoing information is shared through informal feedback at the end of the session, regular newsletters and a useful information board. Parents attend twice yearly parents evenings when they can discuss and contribute to their child's progress records. A rota duty system enables parents to help out at the group on a regular basis. Parents speak highly of the quality of care their children receive and the caring attitude of the staff. Some children attend other registered settings. Links with these providers have not been built to ensure that all adults involved with the children are involved in the assessment procedure and that activities offered complement each other in meeting children's individual needs.

The setting has achieved a quality assurance award. This is used by the setting to reflect on their practice, recognise their strengths and identify the areas where they could develop further. Recently, for example, a shelter has been built outside and wet weather clothing has been purchased. Areas they have now identified to improve include building links with other settings and improving parents access to information about the Early Years Foundation Stage through a screen with regularly changing photographs.

The quality and standards of the early years provision

Children are actively involved in a range of activities and experiences which helps them to learn and develop. Staff show a secure understanding of how young children learn and develop. Children benefit from a balance of adult-led and child-initiated activities. Systematic observation and assessment of the children as they play, along with notes of what children are interested in, enables staff to plan for the next steps of learning for their key children. This information is then used to inform the plans for the following weeks. For example, some children showed interest in cars and the car mat. Staff introduced a large cardboard sheet which children used to draw roads and other road features and then used for their play.

Adults support children's learning as they are on hand to interact, question and extend children's play. They plan the indoor environment, selecting resources and activities which cover all areas of learning. Most resources are easily accessible to children in low level storage units, providing an enabling environment for the children. The outdoor play area at the group is a particular success. Staff have introduced a free flow session, where children choose to play indoors or outdoors. This enables children to independently extend and initiate their own play as both areas are well resourced and accessible.

Children are confident, settled and happy during their time at the group. They take initiatives and manage developmentally appropriate tasks, such as, helping themselves to drinks of water as they want it. They form friendships with other children attending and organise to sit beside them at lunchtime. Children are confident communicators with adults who are familiar to them. Staff promote a love of books as they regularly read to the children in large and small groups and to individuals. Consequently, children listen to stories, know how to handle books and turn the pages correctly. Children are encouraged to mark make in a variety of ways, such as, paint, cornflour, sand and shaving foam. They have opportunities to count and become familiar with numerals using the number line hanging on the fence outside. Children are familiar with and use technology when at the group, for example, they confidently wind up a wind up torch and switch a toy circular saw on and off. They find out about the community as they are able to interact with residents passing by when they are outdoors and they have visits from a police officer and road safety person. Children enjoy outdoor play with a range of resources including wheeled toys, climbing frame, tyres, wooden logs and a digging area. Children's creativity is promoted as resources are freely accessible, encouraging children to create spontaneously. They use their imagination to recreate familiar scenes, such as, going on a train ride.

Children are learning how to remain healthy. They take part in daily physical exercise as they develop their pedalling, pushing and pulling skills in the free flow indoor and outdoor environment. Children benefit from healthy and nutritious snack foods and independent access to drinking water. Parents provide packed lunches for some children, ensuring they are eating their own familiar food. Children develop good personal hygiene routines as they wash their hands eagerly before eating or cooking. They willingly help to clean the tables and sweep up outdoors. Staff encourage children to think about how to keep themselves safe as they carry out regular emergency evacuation drills. Children are encouraged, through sensitive activities, to consider the feelings of others and how to be kind to each other. Staff are positive role models for the children with their friendly, calm manner. Children follow this lead and behaviour is good.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.