

Hamble Village Playschool

Inspection report for early years provision

Unique reference number	511086
Inspection date	05/03/2009
Inspector	Heidi Abernethy
Setting address	The Memorial Hall, High Street, Hamble, Southampton, Hampshire, SO31 4JE
Telephone number	07708 426134
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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

Hamble Village Playschool is a committee run setting that opened in 2000. It operates from the memorial hall in the village of Hamble, Southampton, Hampshire and serves the local area. Children have access to an enclosed outdoor play area. It is open each weekday from 09.30 to 12.00 and additionally on Tuesday, Wednesday and Friday afternoons from 12.30 to 15.00. The setting operates term time only. Children attend for a variety of sessions.

The playschool is registered on the Early Years Register. A maximum of 26 children may attend the playschool at any one time. There are currently 65 children from two years to under five years on roll, some in part-time places. There are 52 children in receipt of nursery education funding. The playschool currently supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are seven members of staff and of these, two have appropriate level 3 qualifications and one has completed a level 3 qualification and is awaiting her certificate. There are four members of staff who are currently working towards level 2 qualifications. The playschool receives support from a teacher mentor and advisors from the local authority. The premises are fully accessible as all rooms used are on one level. The setting is a member of the Pre-School Learning Alliance.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children's individual needs are generally met because the staff team promote most aspects of their welfare, learning and development. Staff have formed sound relationships with the children and demonstrate a good knowledge about each child's individual family and home circumstances, although opportunities to use this information to its full potential are not yet fully established. Sound systems to evaluate the provision and practice are in place and the management have identified some areas of development to address.

What steps need to be taken to improve provision further?

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

- develop the learning environment, resources and teaching methods to enable children to develop and use their home language in their play and learning whilst providing meaningful context in which children have opportunities to develop English
- continue to develop monitoring systems to ensure information about children's next steps is fully utilised by all staff in order to extend and challenge children's learning across all areas of learning
- further develop handwashing procedures to ensure children obtain a good understanding of healthy hygiene practices and how these contribute to good

health

- continue to establish systems to obtain a regular two-way flow of information with other early years providers to ensure consistency with children's learning and progression is fully achieved.

The leadership and management of the early years provision

The manager and staff team have a good knowledge of child protection procedures, which ensures children's welfare is well safeguarded. Parents are well informed about the sickness policy ensuring they have a good knowledge about incubation periods.

Self-evaluation systems are in place and recommendations from previous inspections have been addressed. This forms a part of the continuous improvement of the setting. Parent and staff views are obtained through questionnaires and staff meetings. These views are collated and enable the management to identify areas of development to address.

The setting have a sound knowledge about the children's families and home lives. They have started to obtain some resources, such as story books from parents whose children have English as an additional language. However, the management and staff team have not sufficiently organised and planned the environment and resources to ensure children have opportunities to develop and use their home language. Adult support and interaction is not sufficiently robust to ensure children are given meaningful opportunities to use their home language and develop their use of English.

The Special Needs Coordinator (SENCO) has a sound knowledge of her job role. She and the staff team have formed links with parents and continue action plans and strategies devised by speech therapists. This ensures consistency with children's learning is achieved. Partnerships with parents are good and staff obtain information about children's starting points and capabilities. This ensures a shared understanding of the children is achieved. Parents are given termly reports on their child's progress and learning. They have opportunities to contribute their own comments and be fully involved. The provision have started to communicate with other early years providers, such as before they start school. However, the setting have not fully established a regular two-way flow of information between these providers. This does not ensure consistency is fully achieved with children's progress and learning.

The quality and standards of the early years provision

Children arrive at the setting happily and separate from their main carer easily. Children who become upset are given nurturing cuddles from staff and distracted into favourite activities. During group times children say hello to each other, listen to stories and join in with songs. However, children whose first language is not English are not fully involved during this time and opportunities to use their home language are not promoted.

Planning, observation and assessment systems are in place. Key persons conduct observations and identify next steps for the children. However, some children play in one area with the same resources for most of the session and are not sufficiently interested and occupied. Staff are not currently utilising the information they have obtained from observations to challenge and extend children's learning as they play.

Children enjoy a structured activity as they choose a written numeral and make finger prints with paints showing the amount linking to the number. Praise and encouragement is given from staff, which in turn boosts the children's self-esteem and confidence. Children make marks with a variety of white board pens on a large white board placed horizontally on the floor. Young children create marks and older children draw pictures, giving meaning to what they have drawn.

Children explore a range of different sized and shaped shells. They put a large shell to the visitors ear and state 'You can hear the sea, listen'. Children develop an awareness of their local community from visitors they have to the setting. For example, fire fighters who come to the setting enabling children to dress-up in fire fighter outfits. They plant bulbs in the garden area and join in with physical games, such as parachute play.

Children develop a good understanding of safety as staff talk to them about how to hold scissors and cut away from their bodies. Staff ensure children are safe at all times, conducting daily risk assessments of the building and resources. During the hot weather parasols are put outside and a large sail from a yacht is draped over the decking area, ensuring children are protected from the sunshine. The staff provide children with a bowl for washing their hands and although the water is changed regularly, the same bowl is used after messy play and before snack time. This does not ensure children obtain a good understanding of healthy hygiene practices and how these contribute to good health.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
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?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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.