

Bradworthy Pre-School Playgroup

Inspection report for early years provision

Unique reference number 106302
Inspection date 15/05/2009
Inspector Hazel Callaghan

Setting address Bradworthy CP School, Mill Road, Bradworthy, Holsworthy,
Devon, EX22 7RT

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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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

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. It is managed by an elected committee of parents and interested others and serves Bradworthy and the surrounding area.

The setting is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children aged under five years may attend the setting at any one time. There are currently 28 children aged from two to under five years on roll. Of these, 24 children receive funding for nursery education. The setting has a ramp that enables disabled access and is able to provide for children with learning difficulties and/or disabilities but there are none currently on roll. The setting is open Monday to Friday during term time from 09:00 to 12:00.

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.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The pre-school provides an effective setting in which children are safe and well cared for. Provision for their personal development and learning is good and parents are very pleased with how well children settle and the progress they make. Each child is respected as an individual and enabled to have full access to all the pre-school provides. The staff work together as an evaluative and effective team and have a good capacity to improve the setting even further.

What steps need to be taken to improve provision further?

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

- continue to develop the recording and collection of children's assessments to identify the next steps in their learning
- share information on children's next steps with parents

The leadership and management of the early years provision

Under the effective leadership of the manager the setting continues to develop and improve the provision for all its children. A number of improvements have been made, including the weekly visits to the primary school so that when children transfer into Reception they are confident and settle well. Recommendations from

the previous inspection have mostly been met. There is now a stronger involvement of parents who are better informed than before. Consequently, the partnership with parents is good. They meet with the key workers regularly to discuss news, events and concerns as they arise. Parents are now more involved in discussing children's likes and dislikes and this feeds into the early assessments and planning of activities. The school continues to seek ways to further inform and involve parents so they are able to take a more active part in their child's development. The security of the setting is good and concerns over the fastening of the main door have been effectively addressed. Children feel safe and are confident about the care they receive. All safeguarding procedures meet requirements. The recommendation linked to the development of assessments has been partly addressed. However, although improved, the recording of assessments remains an area of improvement rightly identified by the manager. Information on each child's progress in all areas of learning are not easily identified under the current system as the assessments for one child are not organised in a way that next steps are easily identified. The staff know the children well but a more systematic way of filing within the different areas of development would support this process. The staff are not complacent and review their work and the outcomes of the different activities on a daily basis. Weekly planning involves them all as they share their observations on each child and consider how activities can be improved.

The quality and standards of the early years provision

Children's learning and personal development are promoted well. Daily routines are enjoyed and understood by the children. They settle to share news and to enjoy stories each morning, which gives each child the opportunity to speak in front of the others. They are supported well by the key workers and the manager who spot the moment when the child's confidence is right and they are ready to share their ideas. This is encouraged and developed so a real feeling of success and pleasure can be seen on the children's faces. In the same way the moment when children are ready to extend their knowledge is recognised by staff so that they are encouraged to explore new skills and knowledge. One boy sat for more than half an hour with a key worker exploring numbers; writing them, counting objects and generally enjoying his ability to count. Numbers obviously fascinate some children. When clearing away the apparatus one child turned to the next and asked, 'How old are you?' They then had great fun beating each other in how old they were until the little girl responded, 'Well I'm eleven, ninety, eight'. Activities are well planned to stimulate children's interest and curiosity but there are plenty of opportunities for children to make their own choices and to organise their own activities. Resources are freely available and children's imagination fostered. The large cardboard box that had been brought in to act as a washing machine to support the washing activities planned by the staff quickly became a boat in children's play. Boys and girls play together well sharing their toys and games. They are expected to help one another and to take responsibility for clearing away ready for snack time. Two children spontaneously helped each other tie the strings on each other's aprons. Snack time introduces children to a range of healthy foods, especially fruit. As part of the links to the story of 'Handa's Surprise' the manager had brought in a wide range of exotic fruits which the children were eager to try.

Only one or two were unsure but most really enjoyed them. Similarly children are encouraged to develop a good understanding of the need to wash their hands and the need to be hygienic, covering their mouths when sneezing, for example. Children really enjoy their activities and are developing good interpersonal skills which will support them well when they go on to the primary school.

All the staff are well trained and well qualified to work with children of this age. They have children's happiness and welfare at the heart of everything they do and ensure that children are safe and secure. The environment is well maintained and the areas both inside and out provide secure setting for children's knowledge and skills to develop effectively. Staff know the children well and recognise what they can do. They readily identify next steps in most areas of learning and personal development but the manager has recognised the need to use assessment more systematically identify the next steps for each child across all areas of learning. Parents are not involved in the process and here too the manager is looking to make improvements. This was fully discussed with the inspector and the manager has now determined ways in which targets can be identified, managed successfully and shared with parents so that children's learning and progress can be enhanced.

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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met