



Shelswell and Fringford Playgroup

Inspection report for early years provision

Unique Reference Number	EY254216
Inspection date	09 November 2005
Inspector	Sylvia June Crawford
Setting Address	C/O Fringford Primary School, The Green, Fringford, Oxfordshire, OX27 8DY
Telephone number	01869 278687
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Registered person	Shelswell & Fringford Playgroup
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?

Shelswell and Fringford Playgroup opened over twenty years ago. It operates from within a semi-permanent building in the grounds of Fringford Primary School in the village of Fringford. The group serves the local area.

There are currently 51 children from 2 to 5 years on roll. This includes 26 funded 3 year olds and 10 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports children with special needs.

The group opens 5 days a week during school term times from 09.15 to 15.00. Sessions are from 09:15 until 11:45 and 12.30 to 15.00 with some older children staying for lunch.

There are 7 staff who work with the children. Of these, 2 staff have early years qualifications to National Vocational Qualification (NVQ) level 2 or 3. Other staff are currently working towards early years qualifications. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff follow current and appropriate environmental health and hygiene guidelines, policies and procedures. Children show independence and understand simple good health and hygiene practices following good hand washing routines and toileting procedures. Children are learning good self-care skills and they are becoming aware of their bodies. For example, children ask to remove their sweatshirts when they are hot or put on coats before going outside to play.

Children are nourished and have their health and dietary needs met by staff who work well with parents. They have nutritious snacks and the opportunity to be independent by spreading their own butter and some pour their own drinks. Drinking water is freely available throughout the session so that children have sufficient fluids. Children who stay for lunch enjoy a social occasion and are well supported and supervised.

Children take part in a range of activities and use good resources to promote their physical development. They learn to control their movements, and develop fine and gross motor skills when they play outside in the designated play area, using bikes and the static play equipment. The older children have the opportunity to go to the school for physical activities in the hall.

Staff's good care and practice promotes children's good health with allergies and health conditions identified and managed appropriately. Sufficient staff qualified in first aid use suitable first aid equipment to deal with minor accidents involving children.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in premises that are welcoming, secure and safe both indoors and outside. Children's safety is paramount and they are cared for in an environment where staff identify and minimise risks. Staff have a good understanding of how to achieve a balance between children's freedom and setting safe limits, helping children to understand potential risks and dangers. Children learn to keep themselves

safe, avoiding collisions with each other during outside play on large equipment, such as tricycles, and when moving around inside between activities.

Children use the areas available to them confidently and are able to select from a wide range of good quality toys and equipment, which staff regularly assess to ensure it meets safety standards. Children practise the fire drills regularly and have a good understanding of what to do in an emergency. There is safe procedure in place for children's arrival and departure from the setting.

Children are protected because staff have attended relevant child protection training. They understand the clear policy, procedure and lines of communication for dealing with child protection issues in the setting and with the local authority. Parents are aware of the role and responsibility of staff with regard to child protection issues.

Helping children achieve well and enjoy what they do

The provision is good.

Staff are skilled at settling children and reassuring parents. They have warm relationships with children and know them well. This results in children developing their sense of trust and a strong sense of self-esteem. Children communicate and relate well, playing together and alongside each other, forming small groups of friends.

Children are confident in their surroundings and keen to take part in the activities, although some large group activities are not always organised to fully interest the younger children or extend the older children. Staff extend and encourage the children's communication and language at every opportunity. Children ask questions and use their initiative to acquire new knowledge and skills through the activities provided.

Nursery Education

The quality of teaching and learning is good. Children are making good progress in all areas of learning and benefit from positive interaction and good use of staff questioning during free play and activities to support their learning. Staff have a good understanding and knowledge of the stepping-stones and early learning goals and how children develop and learn effectively. They plan the curriculum together to promote children's learning but do not make regular observations to inform planning and extend children's learning.

Children learn independence through everyday routines, such as using the bathroom independently and asking adults for help if needed. Children initiate their own play and explore new experiences, selecting from the wide range of well-planned activities. They enjoy using their senses in a variety of ways, including an activity where they smelt different substances with their eyes closed, listening to music and singing. Children explore change when they weigh and measure ingredients to make play dough. Children learn to use numbers in everyday situations and show that they understand shape and size through practical activities. Some children are beginning to use calculation in everyday activities, for example, taking away ducks to see how

many are left.

Children enjoy looking at books and handle them with care. They share them with staff and together in small groups as well as the large story group. Children are developing their understanding of other cultures through themes, celebrating different festivals and the opportunity to play with good quality resources. They maintain links with the local community through walks in the village and visits to the school. Children are attempting to write their names and make marks using different implements, including paintbrushes and pencils. However, children have insufficient opportunities to practise writing for a purpose in everyday play.

Helping children make a positive contribution

The provision is good.

Children are cared for by staff who know them well and work with parents to meet individual children's needs. Staff are skilled at settling new children and they take positive steps to ensure all children are included fully in the life of the setting. The playgroup has effective arrangements to care for children with special education needs.

Children understand responsible behaviour, knowing the rules of the group well and working harmoniously with others as they share the wide range of toys and equipment. Children distinguish between right and wrong, and are learning to behave well, supported by staff's positive behaviour management strategies. They are encouraged to tidy-up by using music. Staff encourage children to have good manners and children are developing self-esteem and respect for others by taking turns at the snack table and during indoor and outdoor activities.

Children make choices and take decisions regarding their activities and free play, receiving appropriate support from staff. Children are beginning to understand differences in their lives to others around them. They talk happily about their home life and family. Resources reflect the local community, together with activities and displays showing children the wider world. Social, moral, spiritual and cultural development is fostered.

Partnership with parents is good. This contributes to children's wellbeing within the pre-school. Parents are made very welcome and encouraged to share what they know about their child. Staff exchange good quality information with parents about the setting's activities through newsletters, letters and an informative notice board. A parent's rota is used effectively to give extra support for children to learn and have new experiences. Parents find staff approachable, caring and sensitive to their children. However, there is not a formal system for informing parents about children's progress.

Organisation

The organisation is good.

Children are welcomed into a well organised environment in which they are safe and secure. The setting is brightly decorated with posters, displays and children's artwork making it inviting and comfortable for children. There is a good use of space although some larger group activities do not always meet the needs of all children.

All the required documentation on the children is kept, with parental consents in place and day-care records detailed and up-to-date, ensuring children receive continuity of care.

The adult to child ratio positively supports children's care, learning and play, with adults deployed well. They join in with children's play and are on hand to support when children decide to play alone. As a result, children receive good levels of individual support, care and concern, they are purposefully engaged, build on their confidence and progress their overall development.

Leadership and management are good. This contributes to children's progress towards the early learning goals. A strong staff team with excellent relationships work well together to meet children's needs. The management have a commitment to improving the provision and have a good understanding of their role and responsibilities. They support staff in continued training and have sound recruitment and induction procedures in place. Staff hold regular staff meetings to plan activities and themes. However, they do not make regular observations so they can be used to extend children's learning. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The last inspection recommended that staff develop their knowledge and understanding of child protection issues and that parents were advised of what foods can be stored safely.

Since the last inspection the staff have undertaken additional training in child protection. The group have requested that all parents provide cool packs for the packed lunches so they are stored safely. The improved understanding and knowledge of child protection issues and procedures and the safe storage of packed lunches has greatly improved children's care, wellbeing and development.

Complaints since the last inspection

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 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):

- organise large group activities to meet the needs of all children.

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 further opportunities for role play to enable children to extend their imaginative play.
- make regular observations of children's achievements and use these to extend children's learning and put a system in place to share them with parents.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk