



## Swinderby Pre-School Playgroup

Inspection report for early years provision

**Unique Reference Number** 253754

**Inspection date** 10 February 2006

**Inspector** Gill Ogden

**Setting Address** The Playroom, Swinderby Primary School, High Street,  
Swinderby, Lincs, LN6 9LU

**Telephone number** 01522 869362

**E-mail**

**Registered person** Swinderby Pre-School Playgroup Committee

**Type of inspection** Integrated

**Type of care** Sessional 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](http://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?

Swinderby Pre-school Playgroup was registered in 1985 and is run by a volunteer committee. The group operates from a portacabin in the grounds of Swinderby Primary School, Lincolnshire, and has direct access to an enclosed outdoor play area. Sessions are from 09:05 to 11:35 each weekday during school term time. The Tuesday morning session runs until 12:35 to allow children who are about to start school to practise using lunch boxes. The pre-school serves the local community and

the wider surrounding area.

The pre-school is registered to provide 22 places for children aged between 2 and 5 years. There are currently 22 children on roll of whom 12 receive funding for nursery education. The group is able to support children with special needs and those who have English as an acquired language.

Of the 6 staff who work with the children, 4 hold an appropriate early years qualification and the other two are working towards one. The pre-school is a member of the Pre-school Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Keeping children healthy is a priority for the pre-school and staff take exceptional steps to ensure they learn good hygiene and dietary habits. For example, children experienced an activity where they put their hands in an ultra-violet light box after washing them and saw specks of soap remained. This helped them to realise that if they did not wash their hands thoroughly then germs would remain in the same way. As a result children are scrupulous about hand washing after using the toilet and before they eat. The staff follow rigorous procedures when changing nappies and maintain an overall high standard of cleanliness throughout the premises.

Children are knowledgeable about healthy food and talk about it in their play. For example, when involved in role play, a child said that milk keeps his bones strong. The regular cookery activities ensure that children begin to learn how to feed themselves through making meals from scratch. For example, they make sandwiches, tuna pasties, rice salads, soups and treats such as pavlova. All children are encouraged to drink milk at snack time, if they are able, and they have a varied and nutritious snack menu. Stringent routines are in place to ensure children's special dietary needs are met. Each child's name card has their food and drink preferences and any special dietary needs clearly stated on the reverse so the opportunities for children to be given inappropriate snacks and drinks are well-minimised.

Children enjoy fresh air and exercise daily and learn to relax and maintain a comfortable body temperature in a natural way. They move around their environment safely and confidently and develop their strength and co-ordination through activities like obstacle courses, ball games, climbing and balancing on beams. When staff encourage children to 'have a rest' they calm down and audibly exhale. Children regularly take themselves into the quiet area and sit and look at a book. Younger children's emotional needs are very well supported because staff cuddle them appropriately and allow them to observe activities and take part in them when they are ready.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a safe, secure and suitable environment. The premises are very well-maintained and their suitability is reviewed regularly, for example, air conditioning has recently been installed to maintain the children's comfort in hot weather. Children play safely outdoors either in the pre-school's own fenced play area or the school grounds which are adjacent. All areas of the premises are risk assessed vigilantly. A video-intercom prevents any undesirable visitors entering even the outdoor area. All the necessary policies, procedures and practices are in place to ensure children are kept safe well, but the procedure for emergency evacuation of the building is too specific to allow for the variety of situations in which it might need to be used. Children learn to keep themselves safe effectively through, for example, practising road safety on their many outings in the village, making collage cycling helmets and behaving in a way that limits accidents occurring. The wide range of toys and play materials that children have access to are suitable for them to use and are stringently checked for their safety and cleanliness.

Children are further safeguarded because staff are confident in dealing with child protection situations and are aware of local and national guidance and procedures.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and settled in the pre-school and achieve well because the staff work with their individual characters and personalities. Children are all keen to take part in activities and respond enthusiastically to staff's suggestions. New children soon feel at home as a result of the staff paying them close attention and developing trusting relationships with them. They have a wide range of toys and play resources that they can access easily for themselves and use to initiate their own activities. They are confident in approaching staff and other adults because they know that they will be listened to and their requests will be considered fairly. For example, children who feel more secure indoors know that they must spend some time outdoors but they can come back in when they want to. Staff take note of the 'Birth to three matters' guidance with regard to the care and well-being of the younger children.

## **Nursery Education**

The quality of teaching and learning is good. Children understand the daily routines, for example, knowing that when the bell is rung they must stop what they are doing and listen to what is being said. They confidently speak up at interest box time and chat throughout the session. They work very well together as a group, for example singing songs without staff support and constructing a bus from a cardboard box. This latter activity, although initiated by staff, occupied them all session, encouraging them to concentrate and persevere and go on to take control of the activity and use their imaginations to role play passengers and drivers going on trips. Children are very independent in their personal needs such as going to the toilet and putting on their coats. They spend regular time choosing books to look at and enjoy listening to

stories. They love all kinds of planned art and craft activities, making them their own by using the materials how they wish. Free access to mark making materials ensures that all children develop the skills needed to enable them to write. Daily routines and practical activities ensure children develop mathematical skills. For example, they cut sandwiches into squares and triangles and talk about biscuits being round; they know that two girls and two boys will fill the four places at the table; they use language such as 'more' and 'less' and know that 'less' pieces will make the train track 'shorter'. Regular cookery activities and outings in the village help them recognise how and why foodstuff and nature changes. Children observe and explore growth through, for example, planting seeds and bulbs. They use technology with ease, operating a digital camera and remote control cars confidently.

Staff's patience with and respect for the children, along with their knowledge of how children of this age learn, ensures that children make good progress towards all the early learning goals. Activities are planned to help children progress through the stepping stones in the foundation stage curriculum and there is an effective balance between adult-led and child-initiated activities. Staff are perceptive to children's interests and are clear in their explanations, for example quickly realising that a child was thinking about a pushchair when she said she had used a wheelchair and explaining the difference. On another occasion a child was confused as to why a staff member called her a 'busy bee' and a simple, sensitive and clear explanation left her feeling content. Children's progress is beginning to be tracked more effectively but the observation and key worker systems are not yet being used sufficiently to influence planning for individuals.

### **Helping children make a positive contribution**

The provision is good.

All children are made welcome and play a full part in the pre-school because staff know them well as individuals and value them and their families. They behave very well as a result of staff helping them to understand the rules and recognising good behaviour with positive attention and rewards such as stickers and choosing items from the 'golden box' to play with and look at. Younger children are supported sensitively by staff to share and take turns.

Children have lots of opportunities to learn about themselves and each other through daily news sharing and by staff taking time to listen to them relating activities to their experiences outside the group. Their regular outings into the local community and visitors to the group ensure they are well-versed in their local culture. They take part in national fund-raising events such as Children in Need and make a poppy wreath and take it to the church for Remembrance Day, both activities that encourage them to think about others. They learn about differing cultures and languages through activities such as celebrating a wide variety of festivals and having access to relevant resources as part of their everyday play. As a result children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Parents are welcomed into the setting warmly at all times and enjoy a thorough, friendly induction for themselves and their child

when they first look round. As the group is run by a volunteer committee parents are able to have a real say in what goes on and ensure that all parents get good information about the group through newsletters, posters, leaflets and a handbook. Parents speak very positively about the provision. They talk to staff about their children's achievements and are involved in assessing their progress, especially at the beginning. However, there is limited information available for parents that helps them support their children's learning at home.

## **Organisation**

The organisation is good.

Children's care is enhanced by the quality of the organisation and the good leadership and management of the nursery education. The premises are well-organised and the outdoor space is used effectively to support various aspects of children's care and learning. All the necessary records are maintained accurately but policies and procedures are not reviewed regularly enough to ensure they are kept fully up-to-date with current practice and legislation.

The staff team work well together and share their experience, knowledge and skills to the benefit of the children. All staff are committed to continuous improvement in their own abilities and the provision for children and they are supported in this by an effective appraisal system. The committee and the manager work closely together to reflect and monitor the quality of the provision and good use is made of external advisers, workshops and courses and the close working relationship with the school. Overall the needs of the children who attend are met well.

## **Improvements since the last inspection**

At the last care inspection some recommendations were made regarding procedures in the pre-school. These have been addressed and the complaints procedure, information for volunteers, induction process and behaviour management are sound. The setting was asked to improve aspects of the provision for creative development and knowledge and understanding of the world and further develop the monitoring and evaluation systems as a result of the last nursery education inspection. Children now benefit fully from all aspects of all the areas of learning being covered and systems are in place and under ongoing review to ensure the nursery education is effective.

## **Complaints since the last inspection**

There are no complaints to report. 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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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The quality and standards of the nursery education are good.

#### **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 all policies and procedures are kept in line with current legislation and good practice.

##### **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):

- develop the observation and key worker systems so that they better influence the planning for individual children's next steps
- review how parents are involved in their children's learning regarding, in particular, how they can support it at home.

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