



Welton School Playgroup

Inspection report for early years provision

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| Unique Reference Number | 133103 |
| Inspection date | 21 November 2005 |
| Inspector | Beverly Anne Self |
| Setting Address | Welton County Primary School, Radstock Road, Midsomer Norton, Bath, BA3 2AG |
| Telephone number | 01761 413505 |
| E-mail | |
| Registered person | Welton School Playgroup |
| 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.

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Welton School Playgroup opened in 1980. It operates from two rooms in a building that is set within the grounds of Welton Primary School, in Midsomer Norton, Bath and North East Somerset. A maximum of 24 children may attend the playgroup at any one time. The playgroup is open each weekday from 09.00 to 11.30 and a Monday afternoon session is open from 12.45 to 15.15, during term time. All children share access to the school playground, playing fields and have regular access to the

school hall for gym sessions.

There are currently 23 children aged from 2 to under 5 years on roll. Of these 14 children receive funding for nursery education. Children attending are from the local area and surrounding villages.

The playgroup is run by a committee who employ eight members of staff. Six of the staff, including the supervisor hold appropriate early years qualifications. One member of staff is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are learning about good health and their bodies through planned activities. Planning and photographs show the children taking part in activities about healthy eating and growing vegetables, enabling them to find out about foods that are good for you. Also topics on exercise, warming up, body parts and our bodies help the children to learn about body changes, a healthy lifestyle and how their bodies work.

The children are familiar with the clear hand washing routines, explaining that "you wash your hands after sticking because they're sticky". They use wet wipes to clean their hands before snack time and this helps them to learn about good personal care and the spread of infection.

The daily routine allows the children to experience regular outside play or gym sessions in the main school. They take part in physical activities such as, balancing, running, climbing and jumping to help them develop balance and enjoy the freedom of large movements.

Staff have a good knowledge of first aid, ensuring medical emergencies can be dealt with effectively. All necessary records and documentation regarding children's health are in place, this means that their individual health care needs can be consistently met and respected.

The children enjoy a wide variety of healthy snacks each day and the children are encouraged to try different foods to discover what they like and dislike. The staff sit with the children, and the children delight in the social occasion of snack time. They interact with each other, discussing what they are eating and what they will do next.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm and welcoming environment, where safety aspects are assessed each day to reduce potential risks to the children. They are introduced to fire safety with fire drills, these are carried out every term to ensure the children

are familiar with emergency procedures. However, these drills are not fully recorded at this time. The play area is set out to allow the children to move around freely and safely whilst accessing different activities, although limited storage in the room makes it quite cluttered. The children help to tidy away the toys at the end of the morning, helping them to learn that there are consequences to actions, such as, if toys are left on the floor they will trip over.

The staff are deployed well within the setting and appropriate adult/child ratios are always maintained. This ensures the children are closely supervised at all times when enjoying indoor and outside play. The children are encouraged to learn about safety within the group, for example not to run inside and to line up before going outside so everyone is together. This helps the children develop their knowledge of personal safety and their own well being.

The children use a wide range of toys and resources which conform to safety standards. They can self select from toys which are stored at child level, with picture labels so they know what the drawers contain. The children have lots of opportunities to choose what to play with, allowing them to make their own decisions about play and learning.

Staff have a sound knowledge of child protection procedures and some have attended training courses to support this. They clearly understand their role in the protection of children, ensuring children's welfare is safeguarded and promoted.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy the time they spend at the playgroup, entering happily and with a sense of excitement. They benefit from an appropriately resourced environment, where they are well behaved and interested in the activities available. Each day the children have the opportunity to select their own toys and resources. They know what is available and where the toys are kept, confidently choosing what they want to play with.

The daily routine is organised to include supervised activities, free play, quiet times and physical play, this ensures the children's day has a balance of experiences. The children are familiar with the routine and follow known boundaries. They are confident and show increasing independence with everyday tasks.

Planned activities help to encourage children's development and learning. The current topic is 'Christmas' and the children are making Christmas cakes, reading the Christmas story and rehearsing for a nativity play. They are also talking about Father Christmas and what he might bring, enjoying writing 'letters to Santa' as they decide what presents they would like.

Nursery Education

The quality of teaching and learning is satisfactory. The children are encouraged to take part in a varied range of activities to help them make sound progress towards

the early learning goals.

The children are sociable and friendly, playing well individually and together in small groups. They are familiar with the daily routine, lining up to go outside and helping to tidy away the toys. They answer their name at circle time and are confident to speak in front of the group, saying "good morning" when their name is called.

Children are able to see the written word around the room on labels and posters. They are encouraged to recognise their names on cards at snack time and on their coat pegs. Many children recognise their names, and most know what sound their name begins with. The children access books freely, turning pages appropriately and describing what they see, they enjoy individual story time with staff as well as group stories. Children listen well to staff and answer their questions, sharing what they know. They talk freely about home and family life, describing important events such as "my mummy's got a baby in her tummy".

The children show an interest in numbers and counting, through familiar songs and counting objects during play. Staff encourage them to learn basic calculation by asking them to 'find one more'. The children use spontaneous mathematical language during play, for example big and little, tall and small. They can identify and use positional language such as, "in the middle" and "on the top". Most children are able to recognise and name shapes, at snack time one child says, "I'd like my toast cut into triangles and squares".

Children build with construction toys, using stickle bricks and building blocks. They join pieces together and some children make recognisable models such as a car. There is some everyday technology in the home corner, for example a cooker and cash registers, but further resources are limited and the children do not have access to computers. They are beginning to learn about technology, one child identifies a "road roller" and tells you "it makes the road go flat when you drive over it". The children take part in growing activities, growing sunflowers and vegetables; this helps them to learn about nature and the environment.

The children move confidently around the room, negotiating obstacles and demonstrating control and co-ordination. There are many opportunities to develop small muscle skills using scissors, pencils and modelling tools. The children enjoy music and movement, joining in with ring games such as the "okey cokey" and the "farmer's in his den", they copy actions and explore moving in different ways.

Children have access to lots of creative activities, they enjoy art and craft, junk modelling, play dough, and a cooking activity is organised each week when the children draw pictures of what they are doing to make a recipe book. Staff supervise activities, but allow the children to be creative, encouraging their self expression. The children can develop their own ideas by using different materials and resources, one child states "I'm making a monster reindeer". They enjoy the home corner and use their imaginations to make games; they pack a bag with play food and plates and state "our picnic can be right here". Then they pretend to eat their picnic identifying the foods they have brought, stating "I've got carrots for my dinner".

Staff have knowledge and understanding of the Foundation Stage, they plan

activities and play opportunities for the children to enjoy. However, plans do not clearly show or evidence how children are working towards the stepping stones and how all areas of learning are being promoted. Overall, the children are making adequate progress in all areas of learning.

Helping children make a positive contribution

The provision is satisfactory.

Children enjoy each others' company, interacting and socialising well. They play well together in small groups and seek out particular friends to play with, making relationships with each other and staff. The children are interested to try new experiences, and all children are encouraged to take part in activities at a level appropriate to their stage of development. They separate from their parents and settle quickly and confidently into the daily routine. They like to share what they know and talk about their home life, telling you about their families and the names of everyone who lives in their house.

The children have access to toys and resources that positively reflect ethnicity, disability, gender and race. Planning and photographs show the children taking part in activities and celebrations such as, Diwali, Rosh Hashanah and Easter. This helps the children to learn about their own community and the wider world.

The children behave well, they are aware of the realistic boundaries that have been set and respond effectively to staff direction. Staff consistently use the same strategies to manage behaviour, so boundaries are clear and the children know what is expected of them. This helps them to learn what behaviour is acceptable, and about right and wrong. Staff are good role models and use lots of praise and positive re-enforcement, which the children respond to well, showing respect for each other and staff. The provision fosters children's spiritual, moral, social and cultural development.

Parents are provided with general information about the playgroup through a prospectus, policies and procedures; this helps to build a satisfactory partnership with parents. Further details and updates about the provision are available on the parents notice board, in newsletters and by talking to staff at the beginning and end of each session. However, parents are not fully provided with regular information about their child's progress and development, and a record of complaints is not in place at this time. Parents and children are welcomed into the playgroup, and parents are invited to share what they know about their child when the placement begins. This helps contribute to consistency in the children's care, and for the children to feel confident about their carers.

Organisation

The organisation is satisfactory.

Children's care is adequately supported by the appropriate organisation and satisfactory leadership and management of nursery education. The premises and

outdoor areas are organised to allow the children access to a variety of different play opportunities, to support development and learning. Most required documentation which helps contribute to children's health, safety and well being are in place although, employment and vetting procedures for new staff are not in place at this time. The playgroup is run by a committee who oversee the organisation of the playgroup, and sufficiently support the staff team in the day to day running of the provision.

Staff at the playgroup have appropriate qualifications, experience and a sound understanding of childcare, and they continue to attend training courses and workshops to further update their knowledge. Staff are effectively deployed within the setting, and adult/child ratios are always well maintained to support children in their learning. The staff benefit from an appraisal system, which has recently been introduced, to monitor their roles within the group. Overall, the playgroup meets the needs of the range of children who attend.

Improvements since the last inspection

The previous care and nursery education inspections recommended that the playgroup improve staff's knowledge of the early learning goals, to improve the planning to include the evaluation of activities and how they are presented. Also, to provide opportunities for children to: link sounds to letters; use books; explore mark making; compare numbers; use calculation and regularly access physical play. It was also recommended that Ofsted were informed of staff changes, that the child protection policy included allegations against staff, a record of visitors was maintained, toilets were suitable for use, staff had knowledge of the code of practice for special needs and that observations and records helped plan activities for the next steps of children's learning.

Staff have now attended training to improve their knowledge of the early learning goals and the code of practice for special needs. Planning shows how activities are organised and evaluated, and weekly plans show how the children have access to books and physical play. Daily play opportunities and activities with staff support allow the children to explore mark making, compare numbers, use basic calculation and link sounds to letters. Staff monitor children's progress and use assessment to inform further planning. Ofsted are now notified of staff changes, the child protection policy contains all relevant information, a visitors book is available and the toilets are clean safe and suitable for use. As a result, necessary policies and records are in place, children access a variety of different play opportunities and planning shows how children will learn. Therefore, children's safety, activity planning and children's learning opportunities have been improved.

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 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 satisfactory.

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):

- maintain a record of fire drills
- maintain a record of complaints made by parents
- devise and implement an employment policy and vetting procedures for staff

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):

- further develop planning to show how children are working towards the stepping stones and how all areas of learning are being promoted
- provide regular opportunities for children to become more familiar with technology and have access to computers
- devise a system to inform parents of their children's progress and development

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