



# **Tetbury Nursery Playgroup**

Inspection report for early years provision

<b>Unique Reference Number</b>	101680
<b>Inspection date</b>	17 October 2005
<b>Inspector</b>	Miriam Sheila Brown

<b>Setting Address</b>	Carrie Kitkat Clinic, The Ferns, Tetbury, Gloucestershire, GL8 8JE
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<b>Registered person</b>	Tetbury Nursery Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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 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?

Tetbury Nursery Playgroup first opened over 40 years ago. It operates from the Clarrie Kit Kat Clinic in the market town of Tetbury in Gloucestershire. The group is owned and run as a limited company. The playgroup is registered to provide 24 places for children aged between 2 and 5 and accept children from 2 years and 9 months. There are currently 26 children on roll, of whom 17 receive funding for nursery education. The group supports children with special educational needs and

those who speak English as an additional language.

The nursery playgroup is open from 09.00 to 11.30 five mornings a week during school terms. The playgroup offer a pre-school session which operates one morning each week, commencing in January. A mother and toddler group also takes place in the building every Tuesday morning from 09.15 until 11.15.

Four qualified staff work with the children over five days. Parents also help at the playgroup on a rota basis. The playgroup is a member of PATA (Parent and Toddler Association) and receives support from an Early Years Development and Childcare Partnership Foundation Stage advisor.

The group has access to a spacious playroom, a role-play area, a cloakroom and a kitchen. The toddler room is used for more physical play during bad weather. Outdoors, there is an enclosed play area comprising of paved and grassed areas.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children learn the importance of good personal hygiene through well planned routines and organised activities which support and increase their awareness of how to keep healthy. For example, they wash their hands prior to eating and before activities such as cooking. They are provided with resources and equipment such as low sinks, a step, paper towels and a waste bin, to enable them be independent in their personal care. Effective hygiene procedures used by staff assist in protecting children from infection. All staff are first aid trained and accident and medication records accurately reflect children's details and requirements. These are shared with parents.

Snack time is a pleasant and sociable occasion when children sit together with staff and enjoy a range of foods which develop their awareness of healthy food options. For example, various fruits, toast, crackers or things the children have made during the morning. Drinks are accessible throughout the session and children's dietary requirements are clearly recorded and particular needs well met. Further discussion about healthy eating is continued with children who stay for the lunch club.

Children enjoy a good range of energetic physical activities which contribute to a healthy lifestyle. They have free access to the garden where they dig, build, run, explore and use wheeled toys and equipment. Inside, well-planned activities enable children to continue their physical play using a range of large equipment such as steps and a block, an obstacle course and music and movement sessions. Children's small muscle development is developing well as they butter their own crackers at snack time, paint using a variety of brushes, and play table-top games.

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

The provision is satisfactory.

Children are cared for in a clean and well maintained environment. The good organisation of toys and equipment encourages children to access resources from tables, trays, trolleys and boxes independently, and to move around freely. The use of resources are well planned to maintain children's interest and to encourage them to explore and discover. For example, dough is used one day with cutters and rollers and on another, with cookers and microwaves. Children play with toys and equipment which are appropriate to their age and stage of development and meet required safety standards.

Children benefit from a generally good range of safety measures such as the fully enclosed and secure outside play area, safe electrical fittings and inaccessible kitchen. However, they are unfamiliar with emergency evacuation procedures and when the toddler session is running, are at potential risk from uncleared adults attending the group. Staff promote children's day-to-day safety by encouraging them to pick toys up from the floor and not to run inside as they may trip and hurt themselves.

All staff have received child protection training and demonstrate a sound knowledge of the signs of abuse and the procedures to follow should they have concerns about a child in their care. The policy document further supports this knowledge and provides parents with clear information. This enables staff to act in the best interests of children should concerns arise.

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

The provision is satisfactory.

Children enjoy their time in the playgroup. All are encouraged to be actively involved in an a variety of learning experiences which effectively help them to progress and these are well-planned for the younger children. However, older or more able children's opportunities to extend their learning are limited in some areas. Those who are new to the group settle quickly because of the warm and welcoming support offered by the staff. Children are encouraged to be independent and to make choices for themselves as they decide on their mornings activities, following group discussion at circle time.

### **Nursery Education**

The quality of teaching and learning is satisfactory and children, overall, make generally good progress in all areas of learning. They use language well to organise their play and are confident to try new activities. They are starting to form positive relationships with each other and understand group rules and the need to take turns and share. For example, children know that only four people may use the steps at any one time to ensure no-one is hurt. Children have many good opportunities to practise early writing and reading skills such as using the mark making table, writing in the sand and finding their names on coat pegs. However, they are not encouraged to name their own work or to recognise and read their names at snack and circle times. Room displays and labelling are not used to support sound and number

knowledge, although 'big' books are used well at story times to develop their awareness that print carries meaning.

Children are starting to recognise numbers as they count each other at circle time and then watch as it is recorded on the daily chart. They learn about size and capacity as they play with water, sand and dough and fill a wheelbarrow with earth dug from the garden. Children enjoy using the science trolley and avidly look for bugs and use binoculars and colour filters. They learn about the world around them as they watch the changes in the seasons and visit the local primary school. Children are encouraged and supported to develop their imaginations throughout their play in the themed role-play area, outside in the garden or using craft and paint materials, such as fat or thin paper and brushes. Children cook each week, promoting their knowledge and understanding of changes in materials and use of everyday technology.

Staff demonstrate a good understanding of the Foundation Stage curriculum and the stepping stones, and planning covers all areas of learning. However, assessment of children's starting points and progress are not sufficiently rigorous to enable staff to have a clear picture of the next steps in children's learning. Therefore, some activities lack challenge for older or more able children. Support for children with special educational needs is very good and staff manage children's behaviour consistently, providing children with a calm and supportive environment in which to play and learn. Children have many good opportunities for free play and these are well balanced with group and structured times, throughout the morning.

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

The provision is good.

Children have positive attitudes to learning, are keen to choose their play and move smoothly between activities. They concentrate to complete tasks such as making jigsaws, painting pictures and building with construction toys. They gain good personal independence and learn to dress themselves appropriately for the weather, for example changing into boots before going outside to play. All children are well known by the staff and effectively supported by them. Those with special needs are sensitively cared for in accordance with parents wishes and guidelines provided by health professionals. All children are encouraged to be caring and supportive to each other, for example holding the hand of a new child and taking him to the toilet to wash his hands before snack. Children increase their awareness of different lifestyles through play with a variety of multi-cultural resources, topic work and storybooks which are equally and easily accessible to them. This positive approach fosters children's spiritual, moral, social and cultural development.

Staff manage children's behaviour well, offering frequent, meaningful praise and providing consistent and effective role-models to them. Discussion with parents enhances this aspect of care and ensures continuity between home and the group, enabling children to develop positive self esteem and confidence.

The partnership with parents is good. Children benefit from parents' involvement in their learning and they are encouraged to take an active part in sessions, helping on

the rota or by bringing their individual skills to share with children, for example a parent recently helped children to make Japanese rice cakes. Parents have daily opportunities for informal discussion with staff and more detailed information is shared during parent evenings. All aspects of paperwork are easily accessible to parents, including their own children's records. Policy documents provide them with clear information about how to make a complaint. Discussion with parents demonstrates very strong support for all aspects of care, play and learning provided by the playgroup.

## **Organisation**

The organisation is satisfactory.

All staff are in receipt of appropriate clearance for their roles within the group and hold suitable qualifications at varying levels. They are supported by the group in their ongoing development and have recently completed Birth to Three training with other playgroup staff in the area. Two members of staff have also attended a bi-lingual course to enable them to further assist in supporting children with English as an additional language. Children are well supported throughout each session, as minimum ratios of staff to children are met and exceeded on most occasions.

Documentation is well maintained and regularly reviewed which contributes to children's health, safety and well-being. Policies and procedures are easily accessible to staff and parents, providing them with information about all aspects of group care. Personal records are stored securely and procedures to maintain confidentiality are good.

The leadership and management of the group is satisfactory. The staff team work together closely and share responsibility for planning and organisation. Annual appraisal interviews help to identify ongoing training needs and recruitment and induction systems are good. A key worker system helps to ensure a good liaison with parents and carers. However, the current weakness in the system for assessment of children's starting points and progress has not been identified and some aspects of children's safety are not sufficiently well planned for. Discussion with the group leaders demonstrated a strong commitment to developing the care and learning provided by the playgroup.

The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last care inspection the group agreed to address four issues. These involved group policies, behaviour management strategies, hand washing routines and parental consents for emergency medical treatment.

Good progress has been made with each of these points. Policies and procedures are up-to-date and reflect current practice, providing staff and parents with clear information about all aspects of group care. Behaviour management is consistent within the group, offering children greater continuity of care. Hand washing is

routinely completed prior to children eating and after messy play, and parental consent for emergency medical treatment has been sought.

At the last education inspection the group were given four recommendations to help develop their practice. Generally good progress has been made with these. Children now have more opportunities to extend their creative work and to practise number and shape recognition. However, although more opportunities for children to recognise letters and numbers are provided, more able children are not sufficiently challenged. Staff assessment of where children are in their learning is not yet sufficiently rigorous to clearly identify and plan for the next steps in their learning.

### **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):

- ensure that all children and staff are familiar with emergency evacuation procedures to enable them to leave the premises safely in the event of a fire or other emergency.
- ensure children are supervised effectively when adults without appropriate clearance are on site, for example, when the toddler group is running.

#### **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 assessment procedures to enable children's starting points and

progress to be more clearly identified. Use these to assist in planning activities which meet children's individual needs and help them to move on to the next steps in their learning.

- provide and develop resources to support children's awareness of print having meaning and their knowledge of sound and number.

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