

Little Fidgets Pre-School and Playgroup

Inspection report for early years provision

Unique reference number

133040

Inspection date

27/01/2010

Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Little Fidgets Pre-School and Playgroup has been registered since 1979 and has been located at its current premises since 1997. They operate from the Memorial Hall in the village of Farrington Gurney, near Midsomer Norton. Children have use of a main hall and toilet facilities and a paved outside area within the overall grounds of the hall.

The group is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of 26 children aged two to eight years, of whom 26 may be in the early years age group. There are currently 16 children on roll in the early years age group. The group is open term time only on Mondays, Wednesdays and Fridays from 9.30 am to 12.00 pm, with a lunch club offered until 1.30 pm on Mondays and Wednesdays. A fun time session is also offered from 9.00 - 9.30 am subject to demand. The group are in receipt of Government funding to provide nursery education and there are currently eight funded children on register.

This parent committee run group employ four staff, of whom the majority have completed relevant training in childcare. The group receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are welcomed and valued and their individuality is respected and promoted through the positive approach given by staff. Children enjoy their play and become involved in a range of interesting activities, which help them make satisfactory progress in their learning and development. The group have experienced several changes over the last year and staff and committee members are working well together in developing procedures to make improvements and promote outcomes for children. This has led to the implementation of some systems of evaluation, although these are not yet fully established to ensure all aspects of the provision are included and effectively reviewed and monitored.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- carry out a risk assessment for each type of outing and review it before embarking on each specific trip (Safeguarding and Promoting Children's Welfare) 26/03/2010

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

- ensure that all aspects of the provision are fully assessed to maintain children's safety, with particular regard to their use of play equipment such as the climbing frame
- develop the planning and assessment systems in order to help clearly identify children's individual learning priorities, and use these to inform the planning of further play experiences, which are fully based on their existing skills and abilities
- improve the systems of monitoring the staff employment procedures to ensure all required records are consistently maintained in order
- develop further the systems of self-evaluation to identify and support the setting's strengths and priorities for improvement
- make more use of everyday routines to further promote individual learning opportunities for children, with particular regard to snack times.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted as staff work well together and aim to establish clear procedures to support children's care and wellbeing. They are supported by a strong committee of parents who are keen to help and promote outcomes for children. Clear policies have been formed, which include those for managing any safeguarding issues. Staff have a satisfactory awareness of child protection issues and are intending to complete further training to develop their knowledge of current legislation. An appropriate employment policy is in place, which reflects the required checks and references to ensure suitability. Systems to effectively monitor the recruitment process are being implemented to ensure all relevant records and files are consistently maintained in order. Clear induction and appraisal systems are implemented to support ongoing staff development, for instance, first aid training is completed by all staff.

Ongoing improvements are made, for instance, a bell and security system have recently been fitted at the main entrance door, which helps to improve children's safety and a detailed website has been created as an alternative avenue for parents to access further information on the group. Some systems are being formed to help monitor the progress made in relation to areas identified for improvement. Recommendations set at the last inspection related to children's safety, planning and assessment systems, operational procedures, including those for managing any complaints, and forming evaluation systems. Overall, most of these are being addressed, but, although the operational policies have been reviewed to link with the principles of the Early Years Foundation Stage (EYFS) framework, some organisational procedures are not so well managed. For instance, detailed risk assessments are not completed for outings, which is a requirement of registration. Children's safety is reviewed through daily checks of the play areas, which helps to prevent accidents, although assessments of their use of some play equipment, such as the climbing frame, are not fully monitored.

Children's needs are satisfactorily supported through use of appropriate resources. For instance, toilet seats and low steps are provided to encourage their independence in managing suitable hygiene routines. Children like to relax on

large, soft cushions to look at a favourite story in the book corner, and some games and toys are stored and organised to encourage their independent choice in play. Staff are deployed effectively overall, although some parts of the session, such as when lunch tables are being set up, are sometimes not so well organised to ensure children are suitably occupied. Friendly relationships are formed with parents and their involvement is encouraged. For example, children take home a favourite book to share and parents complete 'Wow' stickers to reflect any achievements their child makes at home. Parents are provided with newsletters about events and changes within the group and are welcome to discuss their child's progress with staff. However, information on children's daily activities is sometimes limited and current key worker systems are still being established. Links with other carers and settings that children attend are being formed, and staff liaise with any agencies involved in children's care to ensure consistency in supporting their specific needs. Every child is treated as an individual and all children are encouraged to respect differences in a positive way.

The quality and standards of the early years provision and outcomes for children

Children settle to play easily and respond happily to the friendly, reassuring approach given by staff. This helps them to feel secure and they explore the play areas with interest. For instance, they like to play in the role play area where they pretend to hold a puppet show using animal puppets and toys. Different role play is offered, such as a vet's and children enjoy playing with the toy animals and learn some first aid as they help to make their toys feel better. This provides opportunities for children to act out their ideas and experiences and also encourages their communication as they play with their friends. Children become absorbed in pushing their tractors and diggers around a tray of oat flakes and have opportunities to explore texture and colour through a range of creative activities. For instance, they push their hands through the shaving foam, warm porridge or gloop and make colourful pictures with their hand painting prints or collage materials. Children experiment with objects, such as feathers, pasta shells or a cup, to see if these float or sink in their water play. They respond willingly to questions asked in register time, such as 'Which day of the week is it?', or 'What's the weather like today?' They go for walks around their village and visit the church and graveyard, and sometimes see some cows in a nearby field. Visitors, such as a nurse come into see them and their friends at the local primary school come to watch their Christmas play. This encourages their knowledge and understanding of their world and helps them learn about their community.

Children are keen to count how many friends are present and start to become familiar with using numbers in their play, for instance, as staff show them a colourful, interactive book based on the 'Ten in the bed' song. The children like to sing this song and as 'one rolls over and falls out of bed' they take away a felt made figure from the book. This supports their early mathematical skills of subtraction and addition as they count how many figures are left in the book. However, there are few opportunities for children to start independently solving simple practical problems within their play. Children find their name card on arrival and are encouraged to make the sound of initial letters of words, such as for the

days of the week. This supports them in starting to link sounds with letters and they know anchor and apple begin with the 'a' sound. Planning and assessment systems are implemented, which leads to a variety of interesting activities being offered. However, these systems are not yet clearly identifying children's next steps in their development. As a result, planning is not fully informed to provide activities which can be modified or extended to meet the individual needs of each child, and which are securely based on their current skills and abilities. As a result, there are times when activities do not provide sufficient challenges for all children.

Children read a story about 'Handa's surprise' and taste some banana, pineapple or red dragon fruit that they hear about in the story. They have fun making a smoothie and help to chop up the different fruits used. This helps them to develop an understanding of foods that are good for them. Children enjoy snacks of healthy foods, such as raisins or pieces of apple, orange or mango fruit, but there are missed opportunities to extend children's learning within some everyday routines, such as snack time. Children learn suitable hand washing routines and use liquid soap and paper towels to dry their hands, which helps to prevent the spread of infection. Suitable records are maintained to promote their good health, for instance accidents are recorded and any administration of medication is well detailed and parents' written acknowledgements are obtained. This promotes continuity in children's care and good health.

Children call to their friends to join in their games as they climb in, under and through the climbing frame, or as they play their imaginative games and dress up wearing bicycle helmets or fairy dresses and have fun waving the cheerleader pom poms around together. They like joining in with singing their 'Little Fidgets' songs, such as the 'Good morning' song that they sing to each other on arrival. This helps them develop a sense of belonging and identity within the group. Children learn about some other cultures through their play, for example, as they look at pictures of Chinese families and feel the material of a decorated silk Chinese bag and say this feels smooth.

Children like to get a sticker for being polite or sharing toys with a friend. This helps them to mix well together overall and enjoy their time at pre-school where they are settled and secure.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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