



## **Uplands Playgroup**

Inspection report for early years provision

<b>Unique Reference Number</b>	101750
<b>Inspection date</b>	11 November 2005
<b>Inspector</b>	Susan, Esther Harvey
<b>Setting Address</b>	Thompson Road, Uplands, Stroud, Gloucester, GL5 1TE
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<b>Registered person</b>	Uplands 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 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?

Uplands Playgroup opened in 1985 and operates from a mobile in the grounds of Upland Primary School. It is situated in the Uplands area of Stroud. A maximum of 20 children may attend the playgroup at any one time. The playgroup is open each weekday from 09.00 to 12.00 during the school term. Children share access to a secure enclosed play area.

There are currently 25 children from under 3 to under 5 on roll. Of these 18 receive

funding for nursery education. Children come from the local area. Children with additional needs are fully supported.

The playgroup employs three staff. All staff hold an appropriate early years qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children experience an excellent range of activities both inside and out-of-doors that assist them in their physical skills and encourage a healthy lifestyle. This includes having daily fresh air regardless of the weather. Children develop self-confidence in their physical abilities as they use a wide range of variety of activities and resources to support their physical development. This includes exercising to music tapes and bouncing on a trampoline.

Children are very independent in their personal care. Staff are good role models and encourage children to practise good hygiene routines. All documents and parental consent to seek emergency medical treatment are maintained to a high standard. All staff members hold a current first aid certificate.

Children enjoy healthy snacks and develop independence as they take turns on a rota basis to serve each other at snack time. Snack time is a social occasion; staff sit with the children and encourage independent skills. Children gain confidence as they pour their chosen drink. But children are unable to freely access drinking water independently during the session.

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

The provision is outstanding.

Children are cared for in bright clean surroundings with good evidence of children's play and activities. For example there are a wide selection of posters around the walls which are both educational and informative. Children's art work is creatively displayed. The well-orchestrated organisation of the room means that children can move around safely and freely to independently access resources from tables, shelves and boxes at child height. Children use a good range of high quality toys and equipment that is in good condition and appropriate for their age and stage of development.

Children benefit from a good range of safety measures. For example; a stairgate at the entrance to the mobile prevents children leaving the premises unsupervised. Children develop an awareness of fire safety through regular emergency evacuation procedures which is supported by visiting local fire officers and fire engine. Children are learning to take responsibility for keeping themselves and others safe. For example; children use a sweeping brush to sweep up the sand in the playground to prevent others from slipping on it.

Children are well protected by staff who have a good understanding and awareness of the signs of child abuse. They have a good understanding of their personal responsibility with regard to the procedure to follow if they have any concern about a child. This ensures that children remain safe in their care.

A robust system is in place which ensures any written complaint from parents will be managed appropriately.

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

The provision is good.

Children arrive happily into the setting and develop good levels of confidence and self-esteem as they participate readily in the activities on offer. Staff are very aware of individual children, they offer a high level of support and assistance to children who require help in leaving their main carer. Children enjoy their time in the pre-school and achieve well due to staff members secure understanding and use of the early years guidance and the Foundation Stage curriculum. Staff use this to plan an interesting and stimulating range of activities to provide good quality education and care. Children make friends with their peers and develop good relationships with the stable staff team. Children play happily together and initiate conversations and involve other children in their play. For example; while using the computer and flying their kites. Staff provide children with a high level of interaction in both planned and free play.

Education.

The quality of teaching and learning is good. Children are confident in their surroundings. They enthusiastically select the toys and resources they wish to use from the wide variety available. Children develop their independent skills through a variety of ways. For example; they are enthusiastic to assist in daily tasks such as tidying up and feeding Larry the Lobster and the fish. Children sit and listen well at group times. They interact well in response to the settling down finger rhyme before registration and story time. Children have a sense of belonging as they greet each other and staff at the beginning of the session. They actively learn through play throughout the session with an excellent range of free play and planned activities. Children show concern for each other and enjoy the responsibility of joining in and helping younger children during outdoor play. Children are skilful with their use of number. They confidently count up to 10 and beyond. Children competently replicate and follow a paper sequence pattern using various shape beads. They are able to compare numbers with objects. For example; counting out plates and cups at snack time.

Children enjoy story telling. For example; they join in enthusiastically with a familiar story anticipating the next page. Children readily select books from the well-stocked book corner and independently share with others. They can identify letter sounds appropriately and are familiar with the letters that begin with each others name. Children are able to confidently identify their own name as they register themselves on arrival in the pre-school by placing their name on a hook. Children freely use information technology and are adept at accessing computer programmes. Computer

literate children willingly help the less confident children with the programmes. Children learn about nature as they enjoy bird watching and identify the birds from books and a wild life poster displayed in the play room at a level for children see. Children are fascinated with the content of the fish tank and the antics of Larry the Lobster. Children enjoy designing and colouring their own kite to fly outside, this allows them to acquire knowledge of the environment and keeps their learning interesting and relevant. Children learn about the wider world around them as they learn about the life of a child in India.

A wide range of practical play activities ensure children develop a positive attitude to learning. They enjoy being able to choose for a range of activities and staff respond well to their interests. Children concentrate on activities for long periods of time. An example of this is when making kites and flying them outside. Children enjoy making music with a variety of instruments and listening to music tapes. They are able to stop and listen to the instructions as they bounce and hop to "Tigger" music.

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

The provision is good.

Children are highly valued as individuals. Staff know the children well and enjoy good relationships with the children. Children with additional needs are given full support. Children gain a good understanding of the wider community through visits from the fire service and sponsoring a child in India. Children have a good range of play resources reflecting positive images of culture, but lack the opportunity to see positive visual images of disability.

Children's spiritual, moral, social and cultural development is fostered.

Staff and parents exchange information each day about the children and their daily individual achievements within the pre-school and at home. Staff encourage parents to contribute to these to ensure consistency between home and pre-school. Parents play an active part in the pre-school through the parent rota and sharing information about events from home. For example; parent's birthdays are recognised and children relish in the opportunity to sing happy birthday. Children benefit from this relationship and parents are involved in their children's learning through involvement in many ways. For example; providing a computer for children to gain skills in technology, and the provision of a fish tank where children learn about marine life and the lifestyle of Larry the Lobster.

Staff meet the needs of the children very well. Children behave impeccably, they share toys, are kind and considerate towards each other, and show cooperation with others in their play. For example; when building a train track and riding bikes outside. Children learn right from wrong through lots of praise and gentle reminders from staff who act as good role models.

Partnership with parents is good. Parents receive a wide selection of information about the Foundation Stage through regular news letters, notice boards and the verbal communication that takes place. This enables children to make progress within the pre-school. Parents attend the committee meetings. They meet regularly

with staff to discuss their children's progress and identify the next steps in learning. There is a strong link between the school, pre-school and parents which enables an easy transition into school for children.

## **Organisation**

The organisation is good.

The setting meets the needs of the children for whom it provides care and education. Children's well-being and education is supported by staff that are well qualified and experienced. Children benefit from staff who work well together and compliment each other through their different skills. Staff effectively organise the available space within the play room and outside to maximise play opportunities for children. All of the required documentation to support children's health, safety and well-being is in place. Staff are aware of the policies and procedures which are reviewed regularly by the committee.

Leadership and management is good. Staff have a good understanding of the Foundation Stage and confidently apply this in practise to fully support children's learning and development. They fully evaluate activities and record children's individual achievements. Staff use evaluation to plan future activities and themes, and identify children's next steps in learning. Staff have daily informal meetings and formal meetings to discuss training needs and children's individual needs.

Staff appraisals are managed annually, however staff members developmental needs are identified regularly through informal meetings. The parent committee is fully supportive of the staff, and clear policies and procedures enable a successful partnership with parents.

## **Improvements since the last inspection**

The setting have made improvements acting on the actions from the last care and education inspection.

The provider was asked to request written parental permission to seek emergency medical treatment or advice. The provider was also asked to extend the policies to include a written statement of a procedure to follow in the event of a child being lost, and action to be taken in the event of an allegation of a child abuse being made against a staff member or volunteer.

A policy has been included in the parent pack and policy file. Parental permission has been provided and included in the children's personal details.

The provider was asked to develop the use of assessments when planning, with particular attention to mathematical and physical development of the more able children. The provider was also asked to support assessments of children's progress with such observation evidence to show children's learning over a period of time.

Children's assessments are linked closely with the planning giving attention to

mathematic development of the more able children. Physical development of the children has been enhanced through the provision of planned and spontaneous activities.

Children's welfare has been improved through the provision of parental consent in the event of a medical emergency, and policies to protect children's safety.

Children's education has been improved through linking the more able children's assessments with the planning giving special regard to mathematical development. The physical development of children has been enhanced through the introduction of musical exercise tapes and daily walks.

### **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 complaint record may contain complaints other than those made to Ofsted.

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

On the basis of the evidence collected on this inspection:

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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):

- provide children with drinking water where they can readily access it themselves.

#### **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):

- increase children's visual awareness of disability through for example books, posters or pictures.

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](http://www.ofsted.gov.uk)