



# Congresbury Community Pre School Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	115247
<b>Inspection date</b>	09 December 2005
<b>Inspector</b>	Sue Davey
<b>Setting Address</b>	The Portakabin, St Andrews School Site, Congresbury, Bristol, Avon, BS49 5DX
<b>Telephone number</b>	0794 657 3079
<b>E-mail</b>	
<b>Registered person</b>	Congresbury Community Pre School 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?

Congresbury Community Pre School Playgroup was registered in 1992. It operates from a portacabin in the grounds of St Andrews Junior School, which is adjacent to the Glebe Infant School, in the village of Congresbury, North Somerset. 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, and 13.00 and 15.30 throughout school terms, plus some summer holiday periods. All children have access to a fully enclosed outdoor

play area.

There are currently 23 children aged from 3 to 5 years on roll. Of these, 18 children receive funding for nursery education. Children come from the local and surrounding area. The playgroup supports children with special needs and those who speak English as an additional language. A voluntary parent committee manages the playgroup. It employs four members of staff all of whom hold appropriate early years qualifications. The playgroup receives support and guidance from the Local Authority and has close links with the infant school.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's good health is fostered through effective policies and procedures. Staff minimise the spread of infection by operating a regular cleaning programme and not admitting children who are ill or infectious. Children understand the need to wash their hands after visiting the toilet and before handling food, such as at snack time or prior to cooking activities. There is a clear recording system if children require medication. If a child's condition requires special attention, staff seek appropriate training. For example, they have been taught how to use an Epi-pen and manage children with diabetes. Staff hold paediatric first aid qualifications and know what to do should an accident occur. Specific topics through the year teach children about health and nutrition. On a daily basis, they enjoy fresh fruit and milk at snack-time.

Children benefit from plenty of physical exercise and fresh air. They go outside to play almost every day. Children have a large space to run about and ride bikes and scooters. They tackle the challenges of a good-sized climbing-frame and some manage to climb the tree in the centre of the garden. Children develop coordination and spatial awareness as they skilfully steer around obstacles and use balls or hoops to throw, catch, kick and roll. Large group activities involve bending and stretching to music or when playing with the parachute.

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

The provision is good.

Children are cared for in a welcoming and safe environment. The perimeter fence encloses a large, secure outside play area and staff carefully monitor access to the premises. Good procedures ensure that children are only collected by named contacts and staff keep a record of all visitors to the setting. Children play with safe and suitable equipment that is well maintained and replaced as necessary. Room layout and storage arrangements allow children to move about safely and access a wide range of toys and materials. Staff are vigilant as they supervise children indoors and outside. They are well aware of potential hazards and take appropriate action to minimise risks. However there has not been a recent review of the risk assessments to make sure all situations are included. Children learn to keep themselves safe as

they play. For instance, they understand the need to take care when using scissors; in the garden, they practise road safety as they take it in turns to 'stop at the zebra crossing' and let others walk across safely.

Good recruitment procedures help to safeguard children's welfare. All staff and committee members are thoroughly vetted to determine their suitability. Staff have a clear understanding about child protection issues and know where to seek advice should concerns arise.

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

The provision is good.

Children clearly enjoy their time in playgroup and arrive eager and ready to play. They quickly settle to self-chosen activities and play independently or alongside others. They make good use of the toys and equipment indoors and outside, as they experience a balance of quiet and more physical activities throughout each session. The settling-in procedure gives children time to get used to the setting and the consistent routine helps them to feel secure. Staff are interested in what children say and do. They positively encourage children's efforts and delight in their achievements. Consequently, children grow in confidence and develop high self-esteem. They are motivated and concentrate well. They eagerly show staff what they have made and many will talk about home experiences or their favourite toy, in front of a large group.

### **Nursery Education**

The quality of teaching and learning is good. Children benefit from a wide range of resources and activities that cover all areas of learning and provide increasing challenge over time. Staff are knowledgeable about the Foundation Stage and support children in their chosen activities. As they join in with their play, staff ask questions to make children think and suggest ways to extend their own ideas. For instance, two children who repeatedly chose to role-play 'Bob the Builder' were asked to consider how they might build a stable like the one in the Nativity. Next, they were encouraged to write signs for the stable. In this way, staff use children's own interests to introduce new skills and help them develop further. Staff know the children well and consider the next steps in their learning when planning activities. They write observations on children's achievements, which form part of their overall assessment, but these records are not always kept up to date to show each child's rate of progress. However, information passed to the infant school, at the end of the summer term, accurately shows their attainment levels on entry to the reception class. It also confirms that children are making good progress towards the early learning goals.

Children use spoken language with confidence. They put their thoughts into words as they describe what they are doing or they talk about personal experiences. One child eagerly showed her work to a member of staff. She explained how she had drawn a picture, rolled it up, made a hole in the middle to push a straw through and announced, "Now it's an aeroplane". Children have a good understanding that print carries meaning. They enjoy looking at books and listening to stories. Wall displays

and resources are clearly labelled, sometimes by the children. Most can read their own name and some write recognisable letter shapes. A number of children attempted to write their name in the Christmas card they had just made. Children have a good concept of number and quantity and use mathematical language in their conversations. For instance, they count to make sure there are enough cups at snack time; they recognise simple shapes such as circles and triangles; and they describe objects as long, short or bigger than.

Children develop strength in their fingers as they squeeze, roll and knead clay or play-dough to make pinch-pots or pretend birthday cakes. They design and build with construction toys and recycled materials. They create imaginary worlds with small figures, cars and animals. They plant flowers and vegetables in the garden and in spring and watch with interest, tadpoles turning into frogs. Children have access to a computer and appropriate software. Some are quite proficient controlling the mouse. They enjoy cooking activities and tasting foods from around the world. The role-play area is a firm favourite and much used part of the playroom. Children dress up and select props to enact real or imagined experiences. They sing songs and play musical instruments, often as a large group and sometimes on their own. One child chose some jingly bells, found a space away from the others and was happily absorbed in creating her own dance.

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

The provision is good.

The fully inclusive admissions policy means that all children and families have equal access to the setting. Staff are friendly and approachable, and they provide a warm welcome to parents and children. A number of resources show positive images of the differences and similarities between people in society. Staff make sure that children experience a range of different cultural festivals and traditions throughout the year as well as those relevant to the children attending. They have a positive attitude towards children with special needs and work closely with parents and other professionals. Children are very well behaved in response to staff's positive and consistent approach. If disputes arise, staff support children to work out mutually acceptable solutions. This often involves the assistance of a large sand-timer, which serves as a visual aid to help children take turns fairly. Children feel part of the group and develop a sense of responsibility as, for example, they help tidy up and serve each other at snack time. Overall, children's spiritual, moral, social and cultural development is fostered.

The setting's partnership with parents and carers is good. Parents have ready access to their child's records and know they can talk to staff at any time. They receive clear information about the Foundation Stage and are encouraged to find out what their children do during a session by spending time in the group as a voluntary helper. Parents help to run the playgroup library, which encourages children to select a book and share it with their families at home. Throughout the year, staff and committee organise parent's evenings and social events, including a special weekend open-day for fathers who rarely have the opportunity to visit the playgroup.

## **Organisation**

The organisation is good.

This well established playgroup enjoys excellent links with the local infant and junior schools. Children benefit from the experienced, qualified and enthusiastic staff team who have all been in post for a number of years. The group is managed by a voluntary parent committee and there is a sound recruitment strategy to make sure appropriate checks are carried out on all personnel. All regulatory documentation is in place and up to date, although the risk assessments are due for review. The playgroup manager is responsible for staff deployment and the day-to-day running of the group. Staffing ratios often exceed minimum standards and if necessary, additional help is sought for children with special needs. Children's health and safety are given priority and staff make sure they have access to a broad range of developmentally appropriate activities. In this way, the setting meets the needs of the range of children for whom it provides.

Leadership and management are good. The manager and staff work closely and effectively as a team. Some staff have key responsibilities for certain areas of work such as, coordinating the provision for children with special needs, and curriculum planning. Staff evaluate each session and meet regularly to discuss children's progress. They use this information to monitor the effectiveness of the educational programme and plan future activities. However, the assessment records do not reflect staff's in-depth knowledge of the children. The playgroup has regular contact with staff from the Glebe Infant School and welcomes the support of an advisor from the Local Authority.

## **Improvements since the last inspection**

At the last inspection the playgroup was asked to review their documentation and record keeping. They were also asked to improve planning and assessment to show the next steps in children's learning. Since then the group has developed the operational plan, policies and procedures, and they are now readily available to staff and parents. In this way staff and parents are fully informed about the day-to-day running of the setting. All records meet regulatory requirements and are available for inspection. Staff use the North Somerset ongoing Child Profile to record observations and assess children's progress. Planning covers all areas of learning and is developmentally appropriate. However, there are few links between assessment and planning.

## **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):

- make sure risk assessments are reviewed regularly and kept up to date

#### 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 assessment system to make sure there is a link with observations to show the rate of children's progress and what they need to learn next.

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