



## **Prestbury Pavilion Playgroup**

Inspection report for early years provision

<b>Unique Reference Number</b>	101506
<b>Inspection date</b>	06 February 2006
<b>Inspector</b>	Miriam Sheila Brown
<b>Setting Address</b>	New Barn Close, Prestbury, Cheltenham, Gloucestershire, GL52 3LP
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<b>Registered person</b>	Prestbury Pavilion 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?

Little Explorers @ Pavilion opened in 1979 and was formally known as Prestbury Pavilion Playgroup. It operates from the Pavilion Cricket Hall in the residential area of Prestbury, on the outskirts of Cheltenham. The group has use of one playroom, entrance hall, kitchen and outdoor playing area and shares the building with other users. They have sole use of the building during their hours of operation. The group is open five days a week from 09:15 to 12:00 with a pre-school session open on a

Friday afternoon from Easter until the end of the summer term. Children attend from the local community and surrounding areas.

The group is registered to care for a maximum of 24 children aged between 2 to 5 years, at any one time and accept children from the age of 2 years, 6 months. There are currently 35 children on roll, 26 of whom are in receipt of funding for nursery education.

The playgroup is managed by a committee of parents and is a registered charity. There are currently 5 members of staff who work directly with the children, all of whom hold level 3 qualifications in childcare. One of the play leaders holds a Foundation Degree and the other has completed level 4, Childcare and Education. Parent volunteers are used on a rota basis to support staff and children.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children learn the importance of good personal hygiene as they are encouraged to wash their hands prior to eating, cooking and after messy play. This is further enhanced by children singing the 'hand washing song' before snack times. They talk about why they should keep their hands clean when cooking and manage their own personal care well. Staff ensure that children have easy, independent access to toilets and sinks. Staff maintain accident and medication records effectively and have received first aid training, helping to ensure that children are cared for appropriately if they have an accident or become unwell. Children are provided with good role models by staff who pay close attention to basic hygiene practices such as providing table cloths which are easily cleaned before use, and providing soap and paper towels, throughout the session.

Snack times are pleasant social occasions when children sit together and learn social skills such as saying please and thank you. A variety of foods are offered which provide them with healthy options, for example, fruit or raw vegetables and cheese cubes. Children pour their own drinks at snack time and further drinks are available during each session. Each day a small group of children assist in preparation of the snack and all children butter their own bread, select their choice of food and peel their own fruit. Food is attractively presented and individual dietary needs met effectively.

Children's physical development is well supported through a wide range of planned activities which assist in their small and large muscle development. They play outside each day using wheeled toys or playing group games such as, 'what's the time Mr Wolf', and have obstacle courses in the pavilion. Inside they enjoy many activities which support their small muscle development, for example, small construction, using knives, the computer mouse, painting, threading and drawing.

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

The provision is good.

Children and parents are warmly welcomed to the playgroup and staff work hard to prepare the room prior to children's arrival to enable them to go straight to their chosen activity. The premises are clean and well maintained. Children have sole use of the pavilion during playgroup hours.

Furniture, toys and equipment are in good repair and checked daily when they are set out for use. There are sufficient resources to ensure children are comfortable and can play and eat together, developing their social skills and helping them to make choices. Children can reach their toys and equipment easily and sit or lie comfortably to play and join in activities. Staff ensure toys and activities provide a good balance of opportunity throughout all areas of learning, helping to ensure that children enjoy a varied range of experiences which assist in their learning and development.

Children's safety is very well maintained and proper precautions are taken to promote safety within the premises. Children practise fire drills each half term and understand simple rules such as not running in the pavilion and tucking-in their chair when leaving a table. Staff ensure the premises are secure at all times and are vigilant in ensuring that main doors are secured when children are present. Children play outside using the communal playing fields surrounding the building. Staff supervise this well and during long periods of outside play, erect temporary fencing to help ensure children's safety. The policy for outings clearly outlines the procedures used, including a risk assessment for the venue and increased adult to child ratios.

Children's welfare is safeguarded by good staff awareness of child protection procedures. The group policy outlines the groups approach to any concerns and all staff receive child protection training. This is further enhanced by in-house training with a social worker.

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

The provision is good.

Children take part in a wide range of well organised activities throughout each session. Younger children are confident in the setting and in their relationships with each other and staff. They are learning to take turns and make decisions as they play with an extensive range of table-top, floor and role-play toys and equipment. They are encouraged to develop their communication skills during group work such as snack and story times. Children enjoy using a wide range of self-chosen creative materials for example, recycled materials, gluing and painting, which encourages them to express their experiences and feelings in a variety of ways.

## **Nursery Education**

The quality of teaching and learning is good. Children are making very good progress and staff support them well through their extensive knowledge and understanding of the Foundation Stage curriculum. Children each have a key worker who plans and

develops activities according to children's individual needs, following a main theme for the whole group, through each half term. Staff observe children as they play and record what children can do. These observations are used to monitor progress and to help plan the next steps in children's learning. Staff discuss children's individual needs, although there is no formal exchange of information to ensure that if a key worker was away from her group, these needs could be addressed by other staff. Staff have attended special needs training and demonstrate a good understanding of how to support those with special needs, although none currently attend the group. Children initiate their own play, confidently moving from one area of the room to another to engage in different activities. Staff interact when appropriate, to encourage or extend children's learning by asking questions to help children think, for example, 'how many jugs will we need for three tables'.

Children are skilful in their use of number and make practical use of their knowledge throughout the session. For example, preparing bread for snack time one child cut two squares and recognised that together they made a rectangle. They learn about capacity as they fill jugs with water, and about size and comparison while they play with dough. Children are starting to recognise their written names and use mark-making in all areas of the room. For example, they make lists of who may use the computer, make appointments for the hairdresser and find their own names to identify their work and place settings. There is scope to provide displays and labels to further develop numeral and sound awareness for all children.

Children are confident to take risks in their learning and are given time to develop their ideas and interests. For example, one child spent many minutes playing with a mirror, looking into it, making faces into it and then looking behind it, to discover where her reflection was. They happily experiment using a wide and varied range of creative activities which stimulate their interest and increase their awareness of texture, smell and uses of different resources. For example, children freely build models from recycled packaging, and paint using fingers, sponges, brushes and sticks. They make good attempts to spread butter onto a piece of bread and peel their own fruit at snack times. Children talk animatedly to staff and unfamiliar adults, about their experiences, and are beginning to concentrate on activities for extended periods of time.

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

The provision is good.

All children and parents are warmly welcomed to the playgroup each morning. Children demonstrate their confidence by settling quickly to activities and joining in with group routines such as, tidy-up, story and snack times. They are well known by staff who efficiently record individual details and highlight specific needs to ensure these are met effectively. Children take turns to assist in the preparation of snack foods, helping to increase their self-esteem and develop their awareness of others. Children increase their knowledge of the local community by visiting the local allotments and staff are planning to rent a group allotment where pre-school children can grow vegetables and plants. They visit the local shops to buy snack foods. Children celebrate a variety of different festivals throughout the year, increasing their

awareness of the wider world and different lifestyles, and parents are invited to share their individual knowledge of different cultures with children. Staff demonstrate a good awareness of special needs, enabling them to effectively support children who may attend the group.

Children are skilfully encouraged to be well behaved, for example, to share equipment and take turns in their play and activities. Positive behaviour is further supported by the use of stickers presented at the end of each session for being helpful or sitting well at story time. Staff ensure they are consistent in their expectations for behaviour and offer frequent, meaningful praise. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Staff are available each day to discuss children's activities and progress, and each child has a daily diary of their activities. More formal feedback opportunities throughout the year offer them good opportunities for more detailed discussions. Parents take an active part in group sessions, helping on a rota basis and sharing interests or individual areas of expertise. This partnership helps children in their continuing learning and development. Parents are provided with clear and informative written details about all aspects of group care and education, developing their interest and understanding of how their children learn.

## **Organisation**

The organisation is good.

Leadership and Management of the playgroup is good. Children's care and learning is very well supported by organised and caring staff and an involved committee of parents. Staff are extremely well qualified enabling them to provide stimulating and effective play and learning opportunities for all children. Policies and procedures are in the process of being updated and provide clear information to staff and parents. Good regard is given to keeping children's records and personal information confidential.

The group recruitment, induction and training programme is robust and annual staff appraisals highlight ongoing staff development needs. Issues and recommendations from the last inspection have been effectively addressed. Staff have a clear vision for future development and recognise areas in which they can improve practice. The organisation of separate pre-school sessions during the summer term enables staff to focus effectively on preparing older children for the move to main stream schooling.

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 keep more detailed records of medications and accidents, improve toilet facilities, develop staff qualifications and their understanding of effective ways to manage behaviour, and make better use of observations to meet children's individual needs.

The playgroup have made very good progress in all of these areas. Staff are very well qualified and all aspects of required documentation are in place. They make daily informal observations of children and use these effectively to help them plan to meet children's individual needs.

At the last Nursery Education inspection the group had five key issues to address. These involved developing the planning and assessment cycle, providing children with greater independence in their choice of activities and offering more opportunities to develop mark-making, number awareness and access to information and communication technology.

Children now have many opportunities to develop independent play. They choose their resources and activities throughout each session and staff use these choices to assist children to move on to the next stage in their learning. Children make marks throughout their play, at the computer, on the white board, in role-play and to name and identify paintings and models. Their mathematical awareness is well supported during each session, although there is scope to improve displays to further extend this area. Children use the computer competently, loading programmes and demonstrating good mouse control.

### **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**

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 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 improvements as indicated in the nursery education section below.

#### **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):

- provide children with displays, labelling and a variety of print to support their developing awareness of sounds and of print having meaning (also applies to care).
- ensure that key worker assessments are completed with sufficient regularity and shared with staff team to ensure that children's individual needs are met.

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