



## **Farnsfield Pre-school Playgroup**

Inspection report for early years provision

<b>Unique Reference Number</b>	509224
<b>Inspection date</b>	11 July 2006
<b>Inspector</b>	Susan Riley

<b>Setting Address</b>	Methodist Schoolroom, Chapel Lane, Farnsfield, Nottinghamshire, NG22 8JP
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<b>Registered person</b>	Farnsfield Pre-School
<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?

Farnsfield Pre-school opened in 1970 and is managed by a parent committee. It operates from two rooms, within the Methodist Church Rooms, which is situated in the village of Farnsfield. A maximum of 26 children may attend the pre-school at any one time. All children share access to a secure enclosed outdoor play area.

The pre-school playgroup is open each weekday from 09:00 to 11:30, during school term times. Monday, Wednesday and Thursday a session 12:30 to 15:00 is held

called the 'Stepping Up' group for the older children receiving Nursery Education. Monday, Tuesday and Thursday the group run a lunch club between 11:30 to 12:30. A holiday club is in operation during some days during the Easter and summer holidays.

There are currently 47 children from two years to under five years on roll. Of these 30 children receive funding for nursery education. The pre-school currently supports a number of children with learning difficulties and a number of children who speak English as an additional language. The pre-school serves children and families from the village of Farnsfield and the surrounding areas.

The pre-school employs six members of staff. All staff hold appropriate early years qualifications. Support and training is accessed through the Nottinghamshire Local Authority. The pre-school achieved accreditation in 2004 and are members of the Pre-school Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is soundly promoted as the setting takes positive steps to promote the children's good health, and encourages them to begin to take responsibility of meeting their own health needs. Positive steps are taken to prevent the spread of infection and appropriate measures taken when children are ill so that health needs are met. For example, the children's individual care needs are well met because appropriate information is obtained from their parents at registration. The children's welfare is promoted because the staff can respond to accidents appropriately as current first aid certificates are held, the first aid box is up to date and easily available. Accidents are clearly recorded and information is shared with parents. Sick or injured children are well cared for because the policy for sick children enables them to be cared for appropriately. The children are learning about their personal hygiene and how to keep healthy as the staff encourage the children to wash their hands appropriately.

The children are appropriately nourished. They have good opportunities to learn about healthy eating because the setting provides children with regular drinks and snacks that are nutritious and complies with their dietary and religious needs.

Children enjoy a wealth of physical opportunities, such as riding wheeled toys, playing with balls, jumping between stepping stones and using climbing apparatus. This ensures they are developing co-ordination and control of their bodies. Regular opportunities are provided for all children to have physical play inside and outside in the fresh air.

Younger children are developing their independence physically and emotionally. They are active and are becoming increasingly independent, acquiring new physical skills and control over their bodies. They are learning to express their needs and are beginning to meet those needs independently for example, by learning to dress and

undress. As they grow the children become more aware of their own bodies and develop an awareness of others and their needs.

The needs of the younger children are adequately met because the setting has sound understanding of the needs to the younger children and provides appropriate activities and resources to support the children's physical and emotional development.

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

The provision is good.

Children are safe and are very well cared for in premises that are safe, secure and suitable for their purpose. This is because the setting ensures that the environment gives children adequate access to a comprehensive range of facilities that successfully promote children's development. Premises are welcoming and child centred. For example, the children and parents being greet by name as they arrive. Children's art work displayed around the setting gives children a sense of belonging. Outdoor space is secure, safe and well maintained. A fenced area secures children who want to play quietly in the large sand area from the more active children on wheeled toys.

The children always use a wide range of equipment that is suitable and safe. This is because the setting provides furniture, equipment and toys which are appropriate for their purpose. They are of suitable design and condition and are well maintained. Children can safely access resources and make their own choices, which effectively promotes their independence.

Children's safety is well promoted because the staff take positive steps to promote safety within the setting and on outings. They ensure proper precautions are taken to prevent accidents and minimise identified risks to children. For example, risk assessments are undertaken and supervise children at all times. The premises are secure and there is a safe procedure for the collection of children. There are good procedures for outings; the children are kept safe because; parental consent is given, risk assessments are carried out, contact details and first aid resources are taken and appropriate ratios are maintained.

Children are learning to keep themselves safe. They begin to understand about safety issues both within the setting and outside and during planned and spontaneous activities. For example, children understand the importance of staying safe and calm as they practise fire drills. The children are adequately protected from harm because staff have a sound understanding of their role in child protection. They are able to put appropriate procedures into practice.

Younger children are able to investigate and explore their surroundings safely. They begin to understand there are rules and boundaries that keep them safe. They develop an increasing understanding of how to keep themselves safe and self control in order that they don't hurt others. The children use appropriate and safe equipment and they are encouraged to become aware of their own safety and that of others.

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

The provision is good.

The children are confident, independent and are developing their self-esteem. They ask questions and respond to new challenges by questioning and using their own initiative. All children have their individual needs met and are developing a good range of knowledge and skills because there are effective plans which provide activities and play opportunities that help children achieve in all areas. Children begin to distinguish right from wrong and form positive relationships. There are consistent boundaries and adult support which helps the children to develop appropriate skills. However, the organisation of the large group story time does not meet all the children's needs. The younger children do not have the ability to sit and concentrate for the set length of time. The older children become easily distracted and consequently none of the children fully benefit from this activity.

Nursery education.

The quality of teaching and learning is good. Children are interested in the wide range of activities provided, which ensures they remain engaged and are motivated to learn. The broad range of resources and activities available each day ensures that they make good progress in all areas of learning. Children's personal and social skills are a particular strength as they rapidly develop confidence and independence. They make decisions, for example deciding which activity they wish to use, and select resources independently. Children demonstrate a sense of pride in their own achievement. For example, children proudly show each other their craft work. Children work well together and know the importance of co-operation, such as when two children work together to operate the tape recorder for the other children to undertake ring games and musical activities.

Children are confident and skilled speakers, using words effectively to share their experiences in a small group or to negotiate roles within imaginary play. They enjoy listening to stories and select books to look at for their own enjoyment. However, not all children benefit from the large group story time. Children are starting to link sounds to letters. They enjoy mark making and keenly make their own safety signs for the large wooden cubes. Demonstrating their awareness that print carries meaning. Most children are attempting to write their own name and some are beginning to form recognisable letters.

All children use numbers and mathematical language confidently within their play because this is readily encouraged by the staff. Consequently children count competently and begin to solve number problems within their play. They enjoy sorting by colour and shape through fun ways. For example, when playing outside they have to find the oval rugby ball or the round football. Children enjoy finding many different round objects to draw around when making their safety signs. And confidently talk about which is the biggest and smallest circle.

Children are beginning to make sense of the world around them by investigating and exploring through first hand experiences in an interesting environment. They have opportunities to observe, explore, question, and be curious in a broad range of

activities that form the foundation of later learning in history, geography, science and technology. Some children confidently use the computer and tape recorder to support their learning. Children are starting to gain an awareness of the cultures and beliefs of others, through effective use of the topics covered and of many resources around the setting.

The children enjoy a wide range of physical activities that help them to develop their confidence and skills both when using large and small apparatus, tools and equipment. They are developing a positive attitude towards physical exercise and a growing awareness of how it can help them to stay healthy.

The children are able to be creative, expressing their own ideas and thoughts through art, music, role play and imaginative play. For example, children when outside, chalk their own very large roadway. They then use the roadway to go off in their cars to the local town. Children use their senses and imaginations to create their own work and to communicate their feelings. The children use a widening range of materials and tools to help them to express their own creativity. Children have a lovely time as they remove their shoes and socks so they can use their feet to explore the sand as well as using their hands. They enjoy singing songs and participating in ring games and musical activities.

Effective planning covers all areas of learning and regular observations of the children inform the assessment records. This means staff have a good idea of what children need to learn next. Currently staff do not effectively evaluate children's learning; however this is being developed. They evaluate the activity, but not what the children have gained or learnt from the experience. Good levels of staff support means children receive a balance of child-initiated and adult-led activities which help children learn through play. While small group activities engage and interest all children, at times large group activities fail to keep all of the children involved. Staff generally use a good and varied range of teaching techniques that promote children's enthusiasm for learning. They use effective questioning techniques that help children think and reason within their play, so promoting their learning.

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

The provision is good.

Children are developing sound relationships with adults and other children in a setting where staff work closely with parents and carers to meet individual needs and to ensure that children are fully included in the life of the setting. Children's behaviour is generally managed sensitively and appropriately by most of the staff, who take account of the children's age and stage of development. However, children with challenging behaviour are not always given consistent messages from the staff. This does not offer stability to the children and does not help them to control and manage their own behaviour.

Children are able to feel a good sense of belonging and make their own choices and decisions. They are developing good self-esteem and respect for others. Children benefit from activities and resources that help them to develop an understanding of diversity and learn about their local community. Children who have identified learning

difficulties and those who speak English as an additional language receive good levels of support to enable them to be fully included and make progress. All children are beginning to learn some basic sign language, such as saying good morning, older children sign songs as they sing, which helps them to communicate in additional ways. Children are valued as individuals which actively promotes inclusion. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents of children who receive nursery education is good. Children benefit from the positive partnership staff develop with parents. A variety of ways to involve and inform parents about the setting, such as clear informative displays, detailed prospectus, regular newsletters and daily discussions, all help to keep parents very well informed. Parents are encouraged to become involved in their child's learning through shared activities. For example, parents regularly help on the daily rota, or they come and talk to the children. Recently a parent brought a tortoise in to show the children and talk about it.

## **Organisation**

The organisation is good.

Children are cared for in an organised environment. Staff know their roles and responsibilities and effectively implement routines to give children a broad range of experiences. The recruitment and vetting procedures ensure children are protected and cared for by staff with a sound knowledge and understanding of child development. Correct staff ratios are maintained at all times which supports children's care, learning and play. Most children are appropriately grouped.

Children benefit from well-deployed staff, who consistently interact with them and give them effective support and encouragement. This helps children to feel secure and confident. Staff regularly attend training to increase their knowledge and understanding of child development or to keep themselves up to date with current issues. Overall the provision meets the needs of the range of children for whom it provides.

The leadership and management of the nursery education is good. The manager has developed sound aims and values for the provision and has a clear vision for staff continuing improvements for children's care and education. The manager is well aware of the strengths and weaknesses for children's education and what is required for improvement. Training opportunities ensure that children are well-protected and cared for. The established staff team work very well together and are good role models for children. However, the routine at the start of the afternoon funded session does not meet the needs of all the children who attend. The children have to sit for a long period of time, waiting for others to arrive and to finish writing their name. As a result of this some children are bored and disengaged and are not actively learning.

## **Improvements since the last inspection**

At the last Children Act inspection, a number of recommendations were agreed. The staff reviewed the written statement of behaviour management and included how

issues of bullying would be managed. A designated member of staff is now responsible for all child protection issues, they are very aware of their roles and responsibilities. Both these ensure the welfare and safety of children who attend the provision. All staff regularly review the policies and procedures to ensure they are fully aware of them and of the practices to follow. This ensures that the policies and procedures are effectively implemented to promote all the outcomes for children.

At the last Nursery Education inspection, two issues were agreed. Staff have reorganised the snack time routine to allow children to access for themselves as they become hungry. The staff sit with the children whilst they are eating their snack, they encourage the children to talk about current issues, making it a social occasion. The staff were asked to develop the system of evaluating the education provision. The staff currently evaluate the key activities at the end of each term. They are not effectively evaluating children's learning, this has been carried forward as a recommendation at this inspection.

### **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):

- review the management of story time to ensure it meets the needs of all children
- ensure adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

#### **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):

- evaluate children's learning more effectively
- make sure that the routine of the session meets children's individual needs, stages and abilities.

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)