



# **Bosham Community Pre-School Playgroup**

Inspection report for early years provision

<b>Unique Reference Number</b>	113382
<b>Inspection date</b>	22 February 2006
<b>Inspector</b>	Kate Houghton
<b>Setting Address</b>	Brooks Lane, Bosham, Chichester, West Sussex, PO18 8LA
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<b>Registered person</b>	Bosham Community 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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Bosham Community Pre-school Playgroup is located within the local church hall and situated in the West Sussex area. It has been registered since 1971. It is a registered charity, managed by a parent committee.

The preschool serves children from the local community. Children have use of a hall, with stage area and toilet facilities. There is also a fully enclosed rear garden area

suitable for outside play.

The provision is open term time only, Monday to Friday, from 09:15 to 13:00. It is the policy of the pre-school to accept children from the age of two years. At the time of the inspection, twenty nine children are on roll, including sixteen three year and four year olds who are in receipt of funding. The group are able to offer appropriate support to children who have a recognised special educational need and for children who speak English as an additional language. At the time of the inspection, five members of staff are employed to work with the children, the majority of which hold or are working towards relevant early years qualifications. The group receives support from the Early Years Development & Childcare Partnership and is a member of the Pre-school Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children enjoy a suitable range of drinks and snacks. They benefit from eating portions of fruit each day and access frequent drinks of water and milk during the session. Staff are aware of children's individual dietary requirements and follow appropriate procedures to ensure the needs of children are met.

Children are developing independence and learning self care skills. For example they wash their hands regularly throughout the day. Children are protected from the risks of cross infection and health needs are supported appropriately because staff follow clear procedures and work with parents to keep them informed. For example when children are tired or feeling unwell, parents are contacted, children are settled and made comfortable in rest areas.

Children enjoy regular exercise both indoors and outside. For example during a sudden snow shower they excitedly put on coats and run outside. they explore the snow and are encouraged by staff to recognise what it feels like. Children are finding out about how their bodies work and what they can do. They learn to balance when walking on beams, throw balls, beanbags and jump.

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

The provision is satisfactory.

Children play in a warm and welcoming environment. Staff set up areas within the hall for children to access a suitable range of activities, toys and equipment. Risks to children are minimised because resources are in place such as fire guards to protect children from harm. Also daily checks are carried out on all areas and systems are in place for the checking of toys and equipment, this ensures children access and enjoy safe play.

Children are safe in the setting because they are encouraged to have an awareness to safety. For example they know not to run and practice regular fire drills under staff

supervision. Systems are in place to ensure access to the preschool is secure. Parents and visitors are supervised by staff on entry, but records containing details of visitors indicate practice is inconsistent.

Staff have an adequate understanding of procedures to follow with regard to child protection and have an awareness of who to contact should they have any concerns to ensure the welfare of children attending.

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

The provision is satisfactory.

Children are supported appropriately when separating from main carers. They are encouraged to feel settled and secure and benefit from warm and caring relationships with staff. As a result children are happy and at ease within their surroundings. Children are provided with a suitable range of activities, but staff have little knowledge of the birth to 3 framework. Staff notice that children have different needs, but planning does not reflect this or include specific activities to support younger children attending. Consequently younger children are not always involved in large group times, they wander off when their attention drifts. Children are encouraged to self select activities they wish to do, they have fun with messy play and painting activities as they choose colours and select vegetables for printing pictures. Children also access drawing materials freely for colouring and are beginning to make marks on paper. Children are learning to handle books, they enjoy being read to and self select books to share with parents at home.

Nursery Education.

The quality of teaching and learning is satisfactory. Children access a variety of activities to help them make sufficient progress towards the Early learning goals. Staff use themes and topics to introduce different learning opportunities but these do not build on what children can already do. Observation and assessment is irregular and means plans are not adapted to suit individual children's needs. Although staff are aware of children who may need additional support they do not recognise or reflect this in plans. This means all staff cannot provide appropriate encouragement.

Children are confident, make choices and self select activities. They are developing independence. For example finding their coat before going outside. They know how to behave in the group but sometimes, when they have to wait they do not follow rules. For example they do not sit carefully, but run around until staff are ready. Children are not always reminded of appropriate behaviour by all staff.

Children are beginning to learn how to link sounds to letters, recognising letters from flash cards and enthusiastically calling out. Children learn print carries meaning because there are clear labels in the pre- school. Children enjoy handling and looking at books. Staff encourage them to follow text when being read to. Children are beginning to make marks on paper and use pencils for colouring. They practice writing skills using worksheets to form letters and develop pencil control.

Children are beginning to use number in context. They count how many children

present at group time and how many are away. Staff help them to recognise numerals. Children use physical activities to gain an understanding of shape, size and space. For example they match coloured beanbags to the same hoop.

Children identify the day of the week during registration. They talk about the weather, noticing if it is raining, sunny or cloudy. When it snows they go outside, excitedly catching the snowflakes.

Children who have English as an additional language are encouraged to speak English during the group. Staff ask about their own experiences of snow which they confidently share. Children express a wish for enough snow to build a snowman.

Children use magnifying glasses to observe seeds and twigs at the interest table. They find out about different cultures through stories, displays and craft activities. Children have few opportunities to find out about their own environment as they seldom go on local walks or have regular visitors from the community.

Children access a varied range of art and craft activities. They express their ideas for junk modelling but sometimes have few opportunities to use tools and materials independently because staff often lead and direct the activity. Children enjoy messy play they have fun choosing vegetables and select coloured paints to make prints and patterns. Children use their imaginations and enjoy role play in the home corner. For example they act out their own experiences and take on different roles as they pretend to be parents and families. Children join together for musical activities, they learn to clap their hands in time to rhythm and follow actions confidently when singing their favourite songs.

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

The provision is satisfactory.

All children are welcomed and encouraged to access all activities. Children are learning about differences in society. For example they make clothes for paper dolls, which reflect different national costumes. They have few opportunities to gain an understanding and knowledge of disability.

Staff have a positive approach to caring for children with additional needs but are not confident about how to use different strategies to support children.

Children are learning to share and take turns. Staff use explanation, discussion and praise to support and encourage children's understanding of right and wrong. Children are helpful and show consideration for others, for example a child offers " magic dust " to another child following an accident.

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

Staff welcome parents and operate an open door policy, they discuss the needs of children's care arrangements and encourage parents to take part in the parent rota and involve themselves in pre school activities. Although policies and procedures are available for parents, the systems to share those with parents who do not have a

good understanding of English are weak. Parents know who to contact if they have a complaint, but staff are not aware of how to manage, record and monitor these effectively to meet the regulators requirements.

The partnership with parents of children who receive funding for nursery education is satisfactory.

Parents are provided with information about their children's learning. Children take work sheets home to continue with parents. They choose books to share at home. However there are no opportunities for parents to contribute to their child's progress records and they only receive details of their child's assessment and achievement at the end of the year.

## **Organisation**

The organisation is inadequate.

Staff are suitably qualified and ratios are maintained to ensure children receive appropriate levels of supervision. However, overall the organisation of staff is not always effective in ensuring children receive appropriate levels of support. For example during snack time staff are engaged in preparation and tidying and do not always sit with children.

There are a range of policies and procedures which support the running and management of the group, however not all systems are effective. For example complaints procedures and process's to inform Ofsted of significant changes.

The setting does not meet the needs of the range of children for whom it provides.

The leadership and management of the setting is satisfactory. The management committee delegate the day to day running of the group to senior staff. All staff are invited to contribute to planning but most lack confidence. This means the leader and deputy undertake most of the observations, planning and assessment of children. There are few systems in place to monitor the overall education provision, which means individual children's learning is not always supported. Staff have an awareness of their roles and responsibilities within the group, but the emphasis on domestic tasks, for example clearing away toys and washing up, means they are not always involved sufficiently to extend children's learning. When children are left waiting between activities they become restless, forget the rules and lose interest.

## **Improvements since the last inspection**

At the last inspection the provider was asked to devise and introduce an induction checklist for new staff members and a system to record any incidents or pre existing injuries. Staff are in receipt of an informal induction procedure, they shadow experienced staff members to become familiar with their role and responsibilities. Staff are provided with the settings policy's, procedures and operational plan to ensure they understand and know about how the preschool operates and how they fit in. Documentation is in place to record details of incidents and pre existing injuries,

staff share information with parents to ensure the welfare of children.

## Nursery Education

The provider was asked to develop opportunities for children to self select and initiate their own choice of play. Children make independent choices about their play. They choose what they wish to do and enjoy easy access to a range of activities situated within different areas of the preschool. Toys, equipment and resources are arranged and set out to attract the children, this works well as children enjoy spending time moving freely about the areas initiating their own play independently.

### Complaints since the last inspection

A complaint was received because a child attending the nursery was given a food product that caused the child to have an allergic reaction. The parent had made the nursery aware of the allergy prior to the incident. This was investigated by Ofsted asking the provider to conduct an internal inquiry . The provider supplied Ofsted with details of the incident and also an action plan/risk assessment. The provider remains qualified for registration.

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.

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### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- update and improve knowledge and understanding of procedures to ensure systems for complaints meet the regulators requirements.
- ensure the regulator is notified of significant changes for example changes to staff or committee members.

These actions are set out in a ***notice of action to improve*** and must be completed by the date specified in the notice.

### **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):

- ensure staff are organised effectively to support individual children's learning.
- ensure staff are involved in the planning and observation.
- develop systems to monitor the educational provision to ensure all staff are able to support children's individual needs.
- ensure the staff appraisal system allows staff strengths and weakness' to be identified and their training needs met.

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