



Ladybird Playgroup

Inspection report for early years provision

Unique Reference Number	142884
Inspection date	27 April 2006
Inspector	Elaine Douglas
Setting Address	Jubilee Park Pavilion, Godminster Lane, Bruton, Somerset, BA10 0ND
Telephone number	07790 327434 mobile
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Registered person	Ladybird Playgroup
Type of inspection	Integrated
Type of care	Full day 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.

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 satisfactory. 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?

Ladybird Playgroup has been running in the rural town of Bruton since 1989. It is run by a committee. It operates from the cricket pavilion next to Jubilee Park and serves the local community. The group have the use of the whole premises, including a kitchen and toilet facilities. There is easy access to the park, children's play area and surrounding playing fields. A maximum of 26 children may attend the group at any one time. The group is open from 09:00 to 13:00, Monday to Friday in the Autumn

and Spring terms, with the additional sessions from 09:00 to 15:00 hours on Tuesday and Thursday during the Summer term.

There are currently 30 children from 2 to 5 years on roll. Of these 21 receive funding for nursery education. The group supports children who have special needs and children who speak English as an additional language.

The group employs 5 staff and has 1 student. The manager, deputy and 1 assistant hold a level 3 qualification and are working towards higher level qualifications. Another member of staff holds a level 2 qualification and the other is working towards a level 3 qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children play in clean, well ventilated and appropriately heated premises. They are protected from illness by the staff's generally good hygiene routines. For example, tables are cleaned prior to children eating their snack. Children develop some effective practices for themselves, such as helping themselves to tissues to wipe their nose and washing their hands prior to eating. However, they are not always encouraged to use the hand washing equipment provided. Children are protected by the appropriate procedures for administering medication and the measures taken when children are ill.

Children are provided with good nutritional snacks, for example, cheese, crackers, cucumber and a variety of fruits; parents are encouraged to provide nutritional lunches. Milk or squash is provided at snack time and for those who do not have a drink with their packed lunch. However, children do not have regular access to fresh drinking water unless they are confident to ask.

Children take part in daily physical activities both inside and outside, to develop their large muscle skills. Staff use the Foundation Stage curriculum to plan for the children's physical development. Children climb confidently and move in a range of ways, such as sliding backwards lying down on the climbing frame. They roll, catch, throw and retrieve balls. Children are well supported in developing new skills, such as sliding down a pole. Children can rest or sleep, according to their own needs.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children safely and independently use the toilets. They have well organised space for them to take part in activities and use large equipment. They access a good range of appropriate resources. Good risk assessments are carried out and appropriate equipment is used to keep children safe. For example, thick mats are placed under and around the climbing frame, and plastic covers and newspaper are used to stop

children slipping in the water-play area. However, children are not developing a good awareness about their own safety, for themselves. For example, some children climb on tables and chairs, and others climb on the climbing frame with items in their hands and are not given clear explanations as to why they shouldn't.

Children are protected through good security and procedures to monitor access to the premises. Effective fire procedures and equipment are easily accessible. Children take part in fire drills every half term. Accident are dealt with appropriately. However, children's safety is compromised, as parents consent for staff to seek emergency advice or treatment has not been sought.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle quickly to their chosen activity. Children under three years are reasonably well supported, to enable them to take part in all the activities. However, they sometimes lose interest in whole group activities, which distracts the older children. Their development is recorded using the early learning goals, which is inappropriate to some children's development.

Nursery Education.

The quality of teaching and learning is good. Children make good progress towards most of the early learning goals. Children benefit from enthusiastic staff, who have a good understanding of the Foundation Stage curriculum and how children learn through their play. Children are given very good opportunities to complete new skills for themselves. The adequate written plans provide a basis, which staff effectively extend to ensure children's continued development. The well organised room provides activities and resources covering all areas of development. The older and more able children attend two individual sessions per week where activities are planned specifically to extend their learning. Staff record children's achievements using the stepping stones, evidence and photographs which are dated to show progression. Each child has an action plan per term, which identifies their individual targets. However, there is no system to monitor planning, so children do not develop equally well towards all the early learning goals.

Children gain independence as they select from the activities provided, they put on their aprons for painting, pour their own drinks and take care of their own belongings. They take part in good activities to look at emotions and other people's feelings, consequently they have very good relationships with the staff and are helpful towards each other. Children use a range of resources in their role play to understand the purpose of writing. For example, they make tickets and use diaries in the travel agents. The older and more able children write recognisable letters and their names. Children look at books individually, using them carefully and correctly. They use books to gain information, such as finding other countries in an atlas.

Children count confidently, touching each item to indicate their understanding of what that number represents. They use large numbers in their games. For example, one child says that 4,403 years old, is older than 400 years old. Children engage in good

discussions about shape and size, and take part in a variety of sorting activities. Children confidently use ICT, they select different programs and use the mouse to click and drag. They regularly explore their own environment; they go for regular nature walks, go bird watching and use equipment such as magnifying glasses, to look closely at things. Children learn about the wider world, through good role play and celebrating festivals. However, there are limited plans for children to construct and build using a variety of techniques.

Children have free access to paint, sand and water on a daily basis. They experiment with mixing colours and make collages, using natural resources. However, there are limited plans for children to create in three dimensions. Children demonstrate good imagination as they act out familiar situations using small world toys. Staff lead them in acting out stories and children are encouraged to make their own suggestions. Role-play is effectively used to support children's learning and develop their imagination.

Helping children make a positive contribution

The provision is good.

Children settle quickly on arrival and have a good understanding of the daily routines. They are happy, relaxed and confident in the environment. Children have a good understanding of expectations on their behaviour, they help to tidy up as soon as the 'tidy up music' starts.

Children's individual needs are met, as staff know the children very well. All children are valued and included. Children with English as an additional language and with special educational needs are well supported. The SENCO is clear about her roles and responsibilities, and works closely with parents and outside agencies, to provide appropriate care. Staff and children use STC, for example, when singing. Children learn about people's differences through a very good range of positive resources and planned activities. Spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. They are provided with good information on the forthcoming plans, and the Foundation Stage curriculum. A flip chart, which children help to complete, provides daily information on the planned and impromptu activities. Parents are welcomed into the group and can be provided with the prospectus in additional languages or Braille. Parents can access videos of group activities and have had opportunities to attend meetings about the Foundation Stage. They receive regular newsletters, and their comments have been sought for staff to evaluate and improve practice. Parents complete an initial assessment on their child and are involved in their ongoing development.

Organisation

The organisation is satisfactory.

Children are cared for by suitable, qualified staff. Staff continue to update their knowledge and attend training. Satisfactory recruitment procedures keep children

safe. However, there is currently no system to ensure staff are medically suitable.

Children benefit from the good communication between staff, which ensures effective deployment to support children's care and development. However, the organisation of some whole group activities and snack time to take too long, and are not appropriate for all children. This impacts on some children's attention and behaviour.

Children's welfare is safeguarded through a satisfactory operational plan, and appropriate policies and procedures, which are effectively implemented by staff. Children's attendance is checked several times a day, for example after being outside. Documentation is accessible, to support staff in providing suitable care during sessions and is stored confidentially when not in use. The setting meets the needs of the range of children for whom it provides.

The leadership and management of the nursery education is good. The manager works closely with staff and children, and provides a good role model. Regular observations and annual reviews, are used to effectively monitor the quality of teaching. The committee are aware of their roles and responsibilities. The manager is committed to personal and staff development.

Improvements since the last inspection

At the last care inspection the group was asked to review some of their policies and procedures, to improve their vetting procedures and to include procedures in the event of an allegation against staff, in the child protection policy.

Since that inspection the group have new procedures for recording accidents, incidents and fire drills. This helps to protect children, by ensuring a record is kept of any accidents or incidents. Records are kept of regular practises of the emergency evacuation procedures, which highlights any concerns or actions needed to improve the procedures. The manager now takes up two references and has registered with an agent for CRB checks, this ensures that children are only cared for by suitable staff. Children are now safeguarded by the inclusion of the procedures to be followed in the event of an allegation against staff, in child protection policy. This is available to parents on the notice board.

At the last nursery education inspection. The group were asked to provide opportunities for parents to contribute to the child's learning; to ensure the short-term planning identifies children's individual needs and monitors their progress; and to offer consistent opportunities for children to link sounds to letters, and numbers to numerals.

Since that inspection the group set out an action plan to improve these key issues. Parents are now given opportunities to attend the group and to contribute ideas or items for projects. Parents receive the plans in advance, to continue topics at home. Each member of staff now monitors individual children's progress and fills in the steps needed that term to support their development. Daily discussions are used to integrate this into the plans. Children now have very good opportunities to link sounds letters and numbers to numerals. Daily routines are used to support this. For

example, at snack time children collect the plates by colour and count how many they have, then they find the corresponding numeral.

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.

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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 further the registered person should take account of the following recommendation(s):

- provide children with regular access to fresh drinking water
- encourage children to use the hand washing equipment provided
- seek consent from parents to obtain emergency advice or treatment
- develop children's awareness of their own safety, with particular regard for climbing on furniture
- plan and provide activities to help children develop in line with the aspects and approach described in the Birth to three matters framework
- improve the recruitment procedures to ensure staff are medically fit to work with children
- review the organisation of whole group activities and snack time, to maintain children's interest and behaviour

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):

- devise a system to monitor and evaluate planning, to ensure children have

opportunities to develop equally in all areas of the curriculum

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