

Bosham Community Pre-School Playgroup

Inspection report for early years provision

Unique reference number	113382
Inspection date	09/09/2010
Inspector	ISP Inspection
Setting address	Brooks Lane, Bosham, Chichester, West Sussex, PO18 8LA
Telephone number	07766485637
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Bosham community pre-school playgroup is a committee run pre-school. It operates from a local church hall in the village of Bosham, West Sussex. There is a secure area for outside play. The group is registered on the Early Years Register to care for a total of 26 children in the early years age group from the age of two years. There are currently 19 children in the early years age group on roll, 13 of whom are in receipt of funded educational places. There are five members of staff working directly with the children, three of whom have appropriate early years qualifications. The group opens five mornings a week from 9:00am-12:00 with a lunch club operating until 1pm. The group operates term time only. The setting receives support from the local authority development workers.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children can play and learn in a setting where staff support each child and their family on an individual basis. Through continued discussion with parents and observations, staff gain an understanding of the children in order to be able to meet their individual needs. Children are making sound progress in their areas of learning, feel safe and secure, and enjoy their time in the setting. Although not fully prioritised, evaluation and action plans are completed by leaders and staff members. New systems are being established but need time to evaluate the success of them. This shows the setting has the capacity to make continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop the balance of adult-led and freely chosen play to ensure all children are fully stimulated and engaged throughout the session
- ensure regular staff appraisals are carried out to identify the individual training needs of staff
- increase opportunities for parents to see and contribute to their children's learning and development
- continue to develop the organisation of documentation to ensure it effectively supports the procedures in place

The effectiveness of leadership and management of the early years provision

Children are safeguarded because all staff have an understanding of child protection procedures. Child protection training is undertaken by all staff; the

supervisor takes overall responsibility in this area. There are clear systems for recruitment and vetting of new staff and committee members to ensure their suitability to work with children. Full written child protection policies are in place and available to parents; these have recently been reviewed to reflect the most current practice. Procedures within the setting continue to safeguard children such as external doors made secure throughout the session and a safe handover to parents. Risk assessments and daily checks are conducted and recorded. Parents are made aware of any accidents that occur during the session and staff complete confidential records for each accident. Documentation to support all aspects of safeguarding is in place although this is not organised efficiently. Throughout the session children are learning the skills they need to keep themselves and others safe. The pre-school is motivated to seek further improvement within the setting. The supervisor and staff team work together on completing the Ofsted self evaluation form and have reviewed this periodically with action plans in place for improvements within the setting. However, as staff appraisals have not been completed more recently, staff's training needs are not fully identified. All staff are encouraged to be involved in the evaluation of the setting. Parents can also give their thoughts and opinions and are asked more formally through regular pre-school questionnaires. The deployment of resources and staff within the setting is good. The high staff ratio offers all children support and one to one care. Staff set up the hall prior to the children arriving; this is done with consideration to all areas of learning and the individual needs of the children. The most part of the session offers children free flow arrangement to the outside area which gives children further choices. Staff find out about family backgrounds through ongoing informal discussions with parents and completed registration documents. Following discussion with parents, picture books and symbols have been implemented to support children learning English as an additional language. Staff work closely with parents when liaising with outside agencies to support children and their families. Therefore, the staff have strong relationships with all groups of parents. The extension to links within the community has recently supported children in a smooth transition as they move on to school. The supervisor writes letters to other providers of the Early Years Foundation Stage to continue to offer a collaborative approach. Parents are welcomed into the group at any time and those with new children starting are encouraged to stay according to their own individual needs. All parents are welcomed onto the pre-school committee and become involved in the group. Their thoughts and opinions are welcomed through discussion and questionnaires.

The quality and standards of the early years provision and outcomes for children

Children demonstrate that they feel safe and secure within the setting. Arrangements are made on an individual basis for settling children. Those that have recently started within the group are settling well and building relationships with staff members. They are able to play well alongside each other, sharing resources in a mainly parallel fashion. Older children are more established, they confidently enter the setting and separate from their parents and carers with ease. There are some firm friendships amongst these children as they are seen

organising themselves in their play. The setting promotes child led play for the majority of the time which suits some older children. However, there are fewer organised or spontaneous adult led activities to interest and stimulate children ensuring a good balance across the session. A key worker system is established and staff take responsibility for their key children. Through discussion, staff demonstrate a clear knowledge of children's individual progress, although there are few records available for inspection. Staff are sharing information with parents about their children's learning and development through discussion. Parents are also informed about the general basic plans for learning although they do not regularly see or contribute to their child's records for development. Children's understanding of safety issues is demonstrated through play and routines. For example, children know how to handle appropriate knives to help prepare fruit at snack time and they know the difference between the blunt scissors in the play dough and the sharp scissors at the craft table. All children are developing a good understanding of being healthy and becoming independent in their self care skills. Older children independently take themselves to the bathroom with help on hand for the younger children. Through snack times children are learning the benefits of healthy food. They are encouraged to bring in fresh fruit snacks and become involved in preparing it. Discussion takes place around the snack table about healthy foods. Staff members use visual aids with children to talk about the different fresh fruits and vegetables that are good for them. The staff member introduces new vocabulary of items unknown to children and encourages them to share their likes and dislikes. Fresh air and outdoor play is promoted within the group with a large part of the session having free flow access to a courtyard area with additional time in the main garden, where access to larger play apparatus extends children's physical skills. Through activities children are learning about themselves, for example, through craft activities where children design their own faces. Children are able to select their own resources and are encouraged to feel the different textures as they discuss and add the features of their face. Mirrors are introduced into the activity to allow children to look at their own faces. Young children are able to show sustained concentration in this activity through ongoing discussion with staff members. Children's behaviour throughout the session is good. Staff members have organised simple rules within the setting that promotes children's safety. Children have opportunities in their mark making skills through the resources that are available to them. They are starting to understand that print carries meaning as they self select books, in particular after lunch and use name labels at snack time. Through the routine of the session children are developing a sense of time and an order of events. They have access to some resources that promote their skills in using technology. Overall, children generally secure the skills they require in order to progress their learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met