

Filton Park Pre School Playgroup

Inspection report for early years provision

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Inspector Yvonne Campbell

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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

Filton Park Preschool Playgroup opened in the late 1960s. The group is a registered charity and is run by a management committee elected from parents of children who attend. The preschool operates from a community building in Filton, South Gloucestershire and is located close to Charborough Road School. All children share access to a secure enclosed outdoor play area. The playgroup serves the local community and surrounding areas.

The playgroup is registered to accept a maximum of 24 children aged in the early years age group, at any one time. The group is registered on the Early Years Register. There are currently 33 children on roll aged three and four years. All children receive funding for early years education. Staff support children who have additional needs and children who have English as an additional language. Opening times are Monday to Friday from 8.45am to 11.45am. Afternoon sessions are held from 12.45pm to 3.45pm. The group operates during term times only. A team of six members of staff work directly with children; of these, four including the joint managers have level 3 qualifications. One member of staff is working towards a level 3 qualification and another is working towards level 2. One of the managers also has a degree in Childhood and Youth Studies and she is now working towards achieving Early Years Professional Status. Childcare staff are supported by an administration worker and an active and involved management committee.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are alert, have a strong sense of curiosity and are making good progress towards the early learning goals. Staff have a well developed knowledge of each child's needs and children play with interesting, specially selected materials which they enjoy using to develop meaningful play. Procedures are in place to keep children safe and secure on the premises. They are able to explore and make full use of the available space both indoors and outdoors. Partnership with parents is established and systems are in place for the ongoing exchange of information about children's needs. Partnership with other settings children attend is initiated. The managers and staff evaluate the provision regularly using internal systems. They also seek the opinions of parents and the children through questionnaires and make sure that priorities for development are identified and acted on.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that records, including the record of risk

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assessment are easily accessible and available for inspection by Ofsted (Documentation)

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

- ensure continuity and coherence by obtaining and sharing information, about children who attend more than one early years setting
- consider the individual learning needs of children and develop effective strategies to encourage boys to use books more during free play, also increase children's access to play materials with positive images of disability.

The effectiveness of leadership and management of the early years provision

Children's well-being is safeguarded and promoted by staff's ongoing and up-to-date awareness of child protection issues. All staff have completed criminal record checks. The open plan layout of the setting ensures no individual member of staff is ever left alone with children during the sessions. Safeguarding training is given priority and both managers have completed level 1 training and two others are booked to attend. Other staff have also attended training courses facilitated by a national childcare agency. The safeguarding children policy is accessible to parents and the local safeguarding children's guidance booklet is also displayed.

The new managers of the setting are both reflective practitioners with several years experience in childcare. They know the community well and inspire staff to make regular changes, which continues to make the preschool the first choice for many parents. For example, recent changes have included reorganising arrival and collection times so parents know where their children's personal items are stored. They can also collect items that need to be taken home such as children's work, drawings and letters. Staff are aware of and take part in national initiatives to improve children's educational outcomes. This includes the 'Letters and Sounds' literacy scheme which is being implemented during daily activities. Children are developing very good listening skills and are beginning to recognise letter sounds. Areas identified for improvement include increasing children's access to information technology equipment.

Toys and play materials are attractive and children are very interested in what is provided. Staff make full use of the space available on tables, floor and walls to provide a broad selection for children to explore. These include toys preferred by individual children so each child is able to access favourite items and also other sufficiently challenging pieces which help them to make progress. Risk assessments have been carried out to ensure children are not in contact with hazardous material or equipment. For example, control measures are in place to prevent children having access to the kitchen and office. The fire door opening mechanism is inaccessible to children and spare chairs are stacked at a low height. However, although staff carry out safety checks, the risk assessment document is not accessible at all times.

Partnerships with parents are established so they feel welcomed and know staff value their opinions and the information they provide about their children. A concise information pack is provided containing various policies and procedures. These include the complaint and safeguarding policies. Parents are invited to contribute and add their contribution to a form displayed weekly, enquiring about childcare issues. They have easy access to their children's learning records and parent meetings are held each term so they know how well children are progressing. Staff have also established contact with other early years settings in the area including individual childminders. However, there is no formal system in place for purposeful exchange of information about children's learning and development when children attend other settings and this may impact on staff's holistic view of the welfare and learning of particular children.

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

The preschool has well thought through routines and structures. These ensure children have a highly enjoyable time and they are excited about learning and interacting with their peers and also with the responsible adults. Children are confident as they select the activities they want to be involved in. Staff are deployed appropriately to supervise children and support their learning when necessary. For example, one member of staff is positioned in the book corner. Girls are drawn to the comfortable area where they look at a selection of both story and factual books. At times they make requests for a specific book to be read to a spontaneously gathered group. A designated member of staff monitors children's use of books and she ensures that some books are available to support any specific preschool learning themes. Language is extended well as children talk through their play ideas. New words such as 'nocturnal', 'fossil' and 'museum' are introduced into some children's vocabulary as some children recall previous experiences at home or in the community. For example, during 'show and tell' a child brought in an object he found in the garden and said it was a fossil. Children also show good emotional balance, expressing their feelings well. They are aware of and share with others why some possessions are special to them as items are presents from special people.

The good quality resources provided by staff enable children to act out their knowledge and understanding of the world they know. They build using material such as blocks to create recognisable structures of homes. Others link and join pieces together to form railway scene or a farm scene. Children are developing awareness of the difference between different types of animals and can sort models into groups. For example, if they are birds, if they live in the sea or on land. Staff support and extend learning by providing additional information and also by asking questions to help children to think. Effective systems are in place to observe children's progress and to create individual records of learning. These also include photographic evidence of learning. Staff analyse progress records then make plans for progress. These are incorporated into the daily activities.

Children are developing an understanding of how to adopt a healthy lifestyle. The

choice of snacks includes fresh fruit, bread sticks and the choice of one piece of vegetable. Staff observe that children are willing to try new food if they have more than one choice. A large display of fruit and vegetables is positioned at child height and staff engage children in discussions about what they like to eat. Water is accessible to children at all times as a jug and drinking cups are provided on a table. Children are also encouraged to bring their own water bottles from home. Active play is encouraged both indoors and outdoors so children develop physical skills. Children cooperate with others to make an indoor parachute game fun and enjoyable for all.

All children are included and are able to make a positive contribution to the group. They enjoy helping staff to clear up at the end of the session. Shy children who are reluctant to join in group activities are gently encouraged and reassured by staff who go through the action with them when it is their turn. Children from various cultural backgrounds attend the preschool. Where English is not spoken at home, staff ensure they work with parents to develop a list of familiar words which children can recognise. Picture Information Communication cards with symbols are also used to support language if necessary. Some children who have additional needs also benefit from the use of symbol cards to communicate a need to staff. Children learn about difference through a selection of resources with positive images of culture. However, they only have access to one book with a positive representation of disability. All children enjoy story time. They listen keenly as the adult reads to them and interject appropriately with comments about what happens. However, most older boys, although actively engaged in other useful learning activities, do not choose to make independent use of the book corner facilities during free play.

Children behave exceptionally well. They listen and respond positively to instructions from adults. Children are taught how to respond to unwanted or unacceptable behaviour from others. They know to use a hand signal and to say stop in a firm and assertive voice.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness of partnerships	3
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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	2

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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