

Bandon Hill Playgroup

Inspection report for early years provision

Unique reference number 139899
Inspection date 08/07/2011
Inspector Lindsay Farenden

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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

Bandon Hill Playgroup has been established for over 30 years. It is run by a church committee and operates within church premises. Areas used include a large hall, two large rooms, a kitchen and toilet facilities. Children access a secure enclosed outdoor play area. There is suitable disabled access to the premises. The setting is located in Wallington in the London borough of Sutton, The playgroup opens five days a week during term time, except for a few days during school summer holidays. The opening hours are: Monday from 8.40am until 12.40pm; Tuesday, Thursday, Friday from 8.40am to 2.40pm; Wednesday from 11.40am to 2.40pm. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting may care for no more than 30 children under eight years; of these, not more than 30 may be in the early years age group, and of these, not more than 12 may be aged two and none aged under two years at any one time There are currently 64 children aged from two to under five years on roll, attending a variety of sessions. Of these, 20 children receive funding for early education. The setting supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The playgroup employs eight members of staff on a full or part time basis. Of these, six hold appropriate early years qualifications and four are working towards further childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time spent at the setting. They make good progress in their learning as they experience a wide range of exciting and stimulating activities that meet their interests and developmental needs. Children's individuality is recognised and nurtured by the staff who have a good knowledge of children individual needs, interests and abilities. The partnerships with parents, the local school and other agencies are a key strength and are significant in making sure the needs of all children are met. Children's health requirements are generally well met. The use of self-evaluation by the management and staff team ensures that any priorities for future development are identified in order to promote good outcomes for children.

What steps need to be taken to improve provision further?

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

- improve further the hygienic conditions of the cloakroom/toilets
- improve further the record of risk assessments undertaken of the premises and for each type of outing

The effectiveness of leadership and management of the early years provision

There is a strong emphasis on safeguarding. All staff have attended safeguarding training and they are clear about the procedures to follow if they have concerns about a child's welfare or safety. Staff are suitably vetted and a robust induction programme ensures they are suitable to care for children. Daily checks and attentive supervision by staff ensure children play safely indoors and outside. A record of risk assessments is kept, although they are not fully comprehensive. Children demonstrate a good awareness of safety issues; for example, they know how to use scissors and small tools appropriately. All required policies and documentation is in place to underpin the effective daily practice. Children's welfare and learning is promoted through the good organisation of the setting. They benefit from a number of qualified staff who are calm, caring and clear about their roles and responsibilities. Children access a good range of toys and activities that are set out inside the hall and outside. They very enthusiastically make choices about what they want to play with, building on their natural curiosity as learners.

The nursery has good systems in place to ensure a consistent, two way flow of information with parents. This is achieved through daily discussions and displayed information. Parents are invited to bi-annual meetings to discuss their child's progress, to and contribute ideas for plans to support their future progress. Parents are actively invited to events at the setting, and regularly participate in outings, so children are able to learn about the wider world through visiting places of interest. Parents speak highly of the staff and of the childcare provision provided. Staff work very closely with other professionals to meet children's welfare and education requirements. This ensures children receive additional support as early as possible, ensuring all children reach their full potential. Excellent links have been established with schools to help children make a smooth transition into school.

Inclusive practice is embedded within the every day routine to ensure that all children receive the support and encouragement they need. Children learn to value and respect peoples' differences through the celebration of various traditions and festivals. For example, children really enjoyed playing in the role play area that was set up as a Chinese restaurant, and making hats for Easter. They regularly access resources that positively reflect gender, race and disability. Children also participate in fundraising events, and as a result, gain an understanding of helping others.

Children and families benefit from the setting's continual commitment to reviewing its practice and making improvements. For example, since the last inspection, the garden has been completely renovated so children can enjoy indoor and outdoor activities in the fresh air whenever possible. Recommendations made at the last inspection have been fully addressed and have had clear benefits to the children's experiences in the setting. This has included obtaining a portable sink, which children very much enjoy using to wash their hands independently before they

have their snack.

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

Children are very happy and secure in the playgroup in which they are provided with a good range of opportunities to support them in their all round development. Children's choices, interests and needs are central to the planning and the organisation of the activities. Staff are enthusiastic and share with the children the fun of learning different things. This helps children to be fully engaged in a wide range of activities and feel very safe and secure in the setting. Staff have a very secure understanding of the Early Years Foundation Stage and know children well. A systematic approach is made to make sensitive observations of the children as they learn through play. These are used to inform planning to support children in making good progress in their next steps of learning in relation to their starting points.

Children are developing excellent communication and literacy skills. Children have many opportunities to make marks and develop their writing skills in many different ways. They use clip boards and pads to make spontaneous drawings, or copy letters or numbers. Each child has their own drawing book where they make pictures and practise their early writing skills. Children recognise their own name as they self register and search for their name label at snack time. Many children are able to form clear letters when writing and sound out letters to make words, such as 'star' and 'square'. Children take an active interest in books and enjoy having stories read to them in small groups. This is enhanced through regular visits to the library. Children have enormous fun as they act out a story read by staff in the garden. The use of props during singing sessions really gains the children's attention and brings the activity alive. They enjoy a broad range of resources to promote their understanding of shape, space and measurement. Children are beginning to count confidently and clearly understand numbers that are important to them, such as their age. They show a great interest in using technology as they access use a wide range of programs using an up to date computer and an interactive white board. Children express themselves creatively through a good range of mediums. They like painting and making their own unique pictures and talking about the colours they are using with staff. They have fun exploring the texture of cornflour and water, and show promising design skills as they create their own models using recyclable materials. Children really enjoy the role area, which is set up as a travel agency. They busily make notes, answer the phone, use the calculator and enjoy using real money to pretend to pay for their holiday. Children are very much looking forward to the planned day when they will all pretend to go on holiday to France on a plane.

Children's physical development is well promoted, as children use large play equipment when the weather prevents them from playing outside. The garden areas have recently been improved and provide children with good opportunities to develop their physical skills and to have resources outside. Children enjoy healthy

snacks of fruit and sitting together to eat their packed lunch. Drinks are available at snack time, although on occasions they are not easily accessible to all of the children at all times. Staff carry out good hygiene procedures and encourage children to do the same. Children play in generally clean premises, although the cleanness of the toilet/cloakrooms is not always good because of frequent use. Qualified first aiders are always present so any accidents are able to be dealt with appropriately.

Children behave very well because they are enjoying their play and are well occupied. They are able to follow instructions clearly during staff led activities, and know they have to wait and stand in line when asked to. Any behaviour issues are managed in a sensitive manner by staff to continually promote positive behaviour and children's self-esteem. They have good relationships with the staff, work harmoniously with their peers and enjoy being purposefully involved in the daily programme. Children's physical development is well promoted as children use large play equipment inside when the weather prevents them from playing outside.

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	2
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	1
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	2
The extent to which children adopt healthy lifestyles	3
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