



## West Buckland Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	143071
<b>Inspection date</b>	30 January 2007
<b>Inspector</b>	Elaine Douglas
<b>Setting Address</b>	The Village Hall, West Buckland, Wellington, Somerset, TA21 9JU
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<b>E-mail</b>	
<b>Registered person</b>	West Buckland Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 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?

West Buckland Playgroup is run by a parents' committee. It opened in 1982 and operates from the village hall. The playgroup has access to the main hall, kitchen and toilets. There is a safe hard standing area for the children to play outside; from this children have access to a playground and playing fields. A maximum of 25 children may attend the playgroup at any one time. The playgroup is open Monday and Friday from 09.15 to 14.30 and Tuesday from 09.15 to 12.00. These times will change from April 2007.

There are currently 20 children aged from two to under five years on roll. Of these, nine children receive funding for early education. Children come from West Buckland and the surrounding area. The playgroup currently supports a number of children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The playgroup employs four members of staff. Of these, two hold appropriate early years qualifications. The playgroup is assisted by a parents rota.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children develop very good hygiene practices through their daily routines. They thoroughly wash their hands after using the toilet and before eating. They are provided with liquid soap and paper towels to prevent cross contamination. Older children ask for tissues to wipe their nose and staff provide tissues for younger children. Visitors to the group support children's awareness of hygiene, for example a dental health nurse. Children are aware of the need to regularly drink water and are able to help themselves; staff remind them that drinks are available especially after physical exercise. Children enjoy nutritional snacks, which consist of a wide range of fresh and dried fruits. Parents provide their children with packed lunches and staff encourage the children to eat their savoury foods first.

Children's health is protected by most staff holding a current first aid qualification and having a good supply of first aid equipment readily available. Parents consent is sought for staff to obtain emergency medical advice or treatment. Children play in clean, well heated and ventilated premises. Parents are made aware of the exclusion times for sickness which helps to protect children from illness.

Children have daily opportunities to play outside and they dress appropriately for the weather. Staff use the Foundation stage curriculum to plan a range of appropriate activities to promote the children's physical development. For example, they negotiate space when riding the bicycles and steer to avoid obstacles.

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

The provision is satisfactory.

Children are kept safe and secure by good procedures to monitor the access to the premises. Staff closely supervise the arrival and departure of the children; doors are locked and visitors identification is checked. Staff are effectively deployed to ensure children are constantly supervised. The premises are checked daily to ensure they are safe from hazards and equipment such as socket covers are in place. Good procedures ensure children are kept safe on outings.

Children have good space to play and can work safely at activities on child sized chairs and tables. They select from a wide range of well maintained resources which are appropriate to their ages and stages of development. Thick mats are used with equipment such as climbing frames and rockers, to protect children from harm.

Children's welfare is safeguarded by the staff's good knowledge of child protection issues. They have relevant updated information on the Local Safeguarding Children Board and good written procedures to provide further guidance. However, children's safety is compromised as checks have not been made on the committee to ensure their suitability.

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

The provision is good.

Children under three years are well supported in taking part in all the activities. Staff build good relationships with them and consequently children effectively learn through their play. Older children are kind and helpful towards the younger children, which supports them in being included in all the activities.

### **Nursery Education.**

The quality of teaching and learning is good. Staff plan a good range of adult-led activities and effectively use child initiated activities to promote their development, consequently children are motivated to learn. The plans have clear learning intentions which are linked to the Foundation stage curriculum. Staff explain to the children what activities are available and provide good interaction, such as asking open ended questions and getting the children to demonstrate how they know something. Children develop high self esteem, they are excited by their achievements and proudly show them to staff and their parents. Children are willing to have a go at new skills because staff constantly praise all their efforts. Staff are aware of the children's individual abilities and support them appropriately. However, the new assessments they keep on the children are not sufficiently linked to the early learning goals to provide a clear record of their development.

Children are confident to take part in whole group activities. They listen and respond well to questions. Children are interested in the activities provided and remain at them until they have completed them to their own satisfaction. Children engage in conversations with each other and the staff during their activities, and snack time and lunch are very social occasions. Children enjoy regular whole group stories, poems and rhymes. They use mark making in their play, and the older and more able children are beginning to form recognisable letters and write simple words. Children develop good numeracy skills through their daily routines, such as counting how many children are present.

Children regularly explore their own environment and the natural world. For example, one child realises wet sand makes better sandcastles. They develop skills using ICT and can operate a simple programme on the computer. Older and more able children develop an awareness of other peoples cultures through celebrating festivals, such as Chinese New year. Children confidently use a range of tools appropriately. For example, one child uses a hole punch to make a hole in her label to tie to her teddy she has made. Children display good imagination in their role play and when using small world toys. They act out familiar and imagined situations, such as going to hospital. Children have good regular opportunities to explore paint, and art and craft materials. However, some adult-led craft activities do not extend the development of the older and more able children. Children experiment with the sounds that instruments make and use them to sing and play together. They know many familiar songs and eagerly take part in music and movement.

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

The provision is good.

Children are very well behaved. Minor incidents are dealt with sensitively by staff, with clear explanations, this supports children in developing an awareness of expectations and older children develop the ability to resolve their own disagreements. Children are confident in the environment and approach staff when they need assistance. For example, one child operates a programme on the computer and when an error occurs goes and gets a member of staff to help. Individual settling-in plans are agreed with parents, so children settle quickly, as their individual needs are met. Policies and procedures are made available to parents to enable them to safeguard their children's welfare.

Children learn about people's differences through accessing a good range of resources. They celebrate their own culture and festivals, and those of other people. Children with special educational needs are well supported to ensure their inclusion in all activities. The SENCO works closely with parents and outside agencies, to provide effective care and support. Spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. They receive good information on the activities provided through the notice board and the regular newsletters. This enables parents to be involved in their child's learning at home. Parents can attend the group on a rota basis. Staff are available each day for parents to discuss their child's development and see their files. Formal meetings are arranged at the end of the summer term and a transfer form is completed for those children leaving the group.

## **Organisation**

The organisation is satisfactory.

Children are cared for by sufficient qualified and experienced staff. Premises and equipment are effectively used, and staff are well deployed to support children's learning and care. All necessary documentation is in place, and the recent updating of the policies and procedures ensures they effectively support the running of the group. However, there is no system currently in place to keep records in the event of a complaint.

Children's registration forms provide relevant information for staff to meet their individual needs and protect their welfare. Records are stored confidentially. Good registration systems record children's attendance and the staff who are responsible for them. However, Ofsted has not been kept informed of any significant events or changes and this is a regulation. The setting meets the needs of the range of children for whom it provides.

The leadership and management of the nursery education is good. Annual appraisals are used to monitor the quality of teaching and identify any training needs. Regular evaluation and good communication between the committee and the staff, ensures a shared commitment to ongoing improvements. The playleader works directly with the children and staff, and provides a good role model.

### **Improvements since the last inspection**

At the last inspection the group were asked to include the procedures to be followed in the event of an allegation against staff in the child protection policy and to ensure any incidents are recorded confidentially.

Since that inspection the group have taken advice and re-written their child protection policy, this includes the appropriate procedures for allegations against staff, to ensure children's welfare is safeguarded.

At the last nursery education inspection the group were asked to increase the opportunities and activities for children to link sounds to letters, recognise numerals and challenge the more able children in mathematics.

The children now regularly link sounds to letters in their everyday routines and throughout activities. For example, children find their own names at snack time and complete self-registration on arrival, through sounding the letters. Children take part in many activities which promote their mathematical skills. They complete number puzzles and older children are able to recognise some of the numerals. During the daily routine of completing the calendar children find the appropriate numbers, including the year. This supports children's development in communication, language and literacy, and mathematics.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take action in order to meet the National Standards.

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.

## **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 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):

- keep Ofsted informed of changes to the committee to enable relevant checks to be made

- keep Ofsted informed of any significant events
- devise a system to keep necessary records in the event of a complaint

### **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):

- improve the children's assessments to provide a clear record of their development on the stepping stones to the early learning goals

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)