



Broadwell & Coalway Playgroup

Inspection report for early years provision

Unique Reference Number	101701
Inspection date	11 January 2007
Inspector	Angela Cole
Setting Address	Broadwell & Coalway Playgroup, Coalway Road, Coalway, Coleford, Gloucestershire, GL16 7HG
Telephone number	01594 839436
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Registered person	Broadwell & Coalway Playgroup
Type of inspection	Integrated
Type of care	Sessional 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 good. 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?

Broadwell and Coalway Playgroup is owned and managed by a parents' committee. The group first opened in 1984 and has relocated for a second time into a two-roomed, purpose-built facility on the infant school site in Coalway. Children have their own enclosed play spaces and share the infant playground. A maximum of 45 children may attend the playgroup at any one time. The group is open each weekday from 09.00 until 11.35 and 12.30 until 15.00 during school terms. Children are catered for in a wide variety of sessions. There are under ones, toddlers, starters and pre-school. These happen on different days at different times so the building is in constant use. The pre-school nursery group meets for nine sessions and children typically attend three or four sessions.

There are currently 87 children aged from two years nine months to under five years on roll. Of these, 64 children receive funding for early education. Children come from surrounding

villages and the rural communities in the Forest of Dean. The pre-school currently supports a number of children with learning difficulties and disabilities and also supports a number of children who speak English as an additional language.

The group employs 10 members of staff. Of these, one has teacher status, four hold appropriate early years qualifications and two are working towards a qualification. They are assisted by additional staff for children with special educational needs and up to two duty rota parents or carers. The group has very strong links with the school and a member of the infant school staff attends the committee meetings.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have varied opportunities for exercise and fresh air including climbing and games with small physical equipment in the garden. They develop an effective sense of space as they control wheeled toys around the playground. They achieve good self-care skills in dressing, toileting and tidying.

The children benefit from the hygiene of spotless premises and learn the difference, for example, between clean and dirty water. They gain a good understanding of personal hygiene and wash their hands regularly without being reminded. They benefit from good consistency with home care with regard to health as there is sound, two-way communication about accidents and administration of medication.

Children learn the benefits of frequent drinking and have free access to water from their named bottles. They learn about foods in a healthy, snack diet that is based on a rotation of fruit, vegetables, cereals and breads. They have a wide choice of foods and staff encourage them to try new tastes. Children benefit from good consistency with home care regarding their dietary needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play safely in premises that are highly suitable and safe. They feel comfortable in most of the spaces that are partitioned with furniture and storage to provide easy access to the activities available. Children use resources that are appropriate for the different age groups so these are safe. From an early age, they choose toys and equipment from the boxes that are safely stored at their height.

The children play in safe areas that are checked daily by staff and these checks are backed up by detailed, written risk assessments. They arrive and depart safely as staff meet the families individually to hand over the child to and from the carer. They are protected from strangers as the premises are inaccessible from the outside and outdoor play is well supervised.

Children effectively learn to keep themselves safe. This is because the staff take time to explain the reasons why they must not, for example, throw an indoor toy or put an item in their mouth. They regularly learn about road safety and practise emergency evacuation each term though these drills do not cover all children and staff.

The children's welfare is given high priority as several first aiders attend each session and key staff are trained in child protection. Staff are regularly in touch with local child protection agencies. Their clear understanding of child protection issues is underpinned by comprehensive policies and procedures to support staff to take appropriate action in the event of any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their play at the setting. The well-considered routine for the younger children includes active and quieter periods as well as play outdoors in warmer weather. Their care needs are well integrated as, for example, they share the recording of progress on a toileting chart. Staff are developing a sound understanding of the 'Birth to three matters' framework. They are working through an action plan to begin appropriate planning for two-year-olds as soon as training is completed. They complete comprehensive assessment records to inform planning for each child's next stage. This promotes the younger children's development in all areas of development. They develop their language to share their thoughts about the season and holidays and show an interest in counting, for example, as they play with marbles. They include conversation in their home role play and sing nursery rhymes as they create with dough. They often paint and describe their pictures to adults who show a keen interest in what the children do and listen to them attentively.

Nursery Education

The quality of teaching and learning is good. Children make good progress towards the early learning goals in each of the six areas of learning. For example, in communication language and literacy, children effectively gain listening and speaking skills to join in conversation and learn about new words such as 'pepper'. They tell their own simple stories as they play, and they enjoy books and listening to adults reading. They learn the initial sounds of their names and often attempt to write these. Children, overall, make effective progress in relation to their starting points in mathematical development. Younger children develop their mathematical language in regular interaction with the adults during their play. The older ones have occasional support for individual counting and calculating in free play. They focus more on numbers in group activities such as table and physical games including skittles. They solve daily practical problems as they count, for example, the correct number of cups and plates at the snack table. Children enjoy group number songs to calculate one more or less and have frequent opportunities to develop their understanding of shape, space and measure.

There are no differences in learning between groups of children such as girls and boys as, for example, all children's creativity is valued. They have a wide choice of media to explore colour in free painting and contrasts including silver and white on a black background. Children respond through all their senses as they handle different textures and taste a variety of foods. They become absorbed in imaginative use of workmen's 'tools' and concentrate on sanding pieces

of real wood. They create different sounds with instruments and confidently sing well-known songs. Children effectively gain new ideas and skills as they develop their knowledge and understanding of the world. They eagerly investigate a variety of objects and materials, for example, as ice melts to release colouring into the water. They show a good interest in information technology to support their learning. Children gain a good sense of time and of the world around them through frequent visitors, during seasonal walks and on excursions, for example, to a farm.

Staff have, or are gaining, a good understanding of the Foundation Stage and of how young children learn. They effectively use varied methods of observation and assessment of children's achievements to be aware of the next steps in their learning. This enables children to gain some independent learning through the routine that includes a defined period of choice and free access to outside learning opportunities during better weather. The learning environment and activities are thoughtfully planned to provide children with a broad and balanced range of activities and experiences across six areas of learning. The activities are, overall, planned to be suited to the needs of the children. Older ones become involved in brief, structured activities that are appropriate to their stage of learning and they are able to leave when they are ready. During the free play, children are confident to initiate own play by choosing different resources. Staff respond with interest to their ideas and regularly ask open questions to support them to think. Good use is made of spontaneous learning opportunities, for example, when leaves float on water that is rippled by the strong wind. The inclusion of all children is actively planned and monitored as those with special educational needs and learning English as an additional language are very well supported to make good progress.

Helping children make a positive contribution

The provision is good.

All children receive a warm and personal welcome. New children and their families have good, focused support to settle and gain confidence. This means that children are valued and respected as individuals. Children effectively gain self esteem as the staff create opportunities for them to make choices during the free play time indoor or outdoors. For example, they decide which resources to use from the clearly labelled storage. The staff ensure that the resources positively represent children who attend as well as individuals from the wider community. This helps children develop a positive attitude to others.

The setting supports a significant number of children with additional needs. They receive excellent support as staff strive to work with their parents from the first contact and are in close contact with a wide range of supporting agencies. The children's needs are clearly detailed on individual plans that are reviewed as often as is supportive for the child. Children are well supported to behave. This is because staff work together to practice sound, general strategies. These include consistent role modelling of caring for others and being polite as well as supporting children to work towards solving their own differences. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. A wide range of families are individually supported through the concerted efforts of the adults in the setting. Children and their carers feel welcomed, for example, by the information available and displayed throughout the building about activities

and the educational programme. Staff share the children's progress in daily conversation and as carers view the children's developmental records whilst they are at the setting. Some parents contribute to these records through direct input or in discussion about their children's needs. Families have effective opportunities to be meaningfully involved in the children's learning, for example, through sharing family customs. Parents of very young children receive 'toddler takeaway' packs to develop play skills. Following on from this, rota parents are effectively encouraged to play with their children through the good role-modelling of the staff.

Organisation

The organisation is good.

Following a period of change, children are now cared for by small, stable teams of staff who work well together. Staff are, overall, experienced and well qualified as they attend training for professional development and to further enhance the provision for the children. They provide some effective opportunities for children to gain independence through free choice and outdoor play. The setting meets the needs of the range of children for whom it provides.

Policies, procedures and all legally required documentation that contribute to the children's well-being are clear, regularly reviewed and confidentially stored, including children's individual health care plans. The log to record any concerns is compliant with Ofsted requirements and includes a format to record necessary information.

Leadership and management are good. The joint-leaders are highly committed to providing good-quality care and education and, overall, there is good integration of care and education. They are open to advice and many appropriate systems, such as frequent meetings, are newly developed and put in place to further support the children's care and education. Staff are well supported by strong management from parents and secure, highly-informed administration. This ensures that the playgroup promotes an inclusive environment in which every child matters.

Improvements since the last inspection

The previous care inspection recommended that the setting improved procedures for record keeping and resources for children's table play. Staff have developed a variety of useful systems to record their observations and these are, increasingly, being used to aid planning for the groups. Some activities are planned with specific children in mind to support their development. The setting has extended its resources that now include more table-top toys and games. These enable the children to extend their social and intellectual development in co-operation with other children and adults.

The previous education inspection required the setting to improve aspects of the quality of teaching, including planning and support for different children. Staff now regularly attend training to improve their knowledge of the foundation stage. This has increased their awareness of the need to aid children's progress and to experiment with different ways of assessment and planning in the six areas of learning. Staff have improved their ability to consolidate and extend children's learning though this requires further development to foster the older children's mathematical thinking. The setting has effectively focused on the support of children with additional needs through early identification and support that is based upon the requirements

of the related code of practice. A new special needs co-ordinator has begun appropriate training to continue and extend the support for children with additional needs.

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 any 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.

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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):

- carry out fire drills at a frequency that takes account of the patterns of attendance of children and staff.

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):

- develop current opportunities for older children to individually use numbers for counting, comparing and calculating throughout the session
- further consider the routine, all year-round outdoor play and use of observation and assessment with parents' comments to maximise children's independent learning based on their individual needs and interests.

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