

Hatch Beauchamp Community Playgroup

Inspection report for early years provision

Unique Reference Number	143062
Inspection date	15 May 2007
Inspector	Jacqueline Allen
Setting Address	Hatch Beauchamp Primary School, Hatch Beauchamp, Taunton, Somerset, TA3 6SQ
Telephone number	01823 480616
E-mail	
Registered person	Hatch Beauchamp Community 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?

Hatch Beauchamp Community Playgroup registered in 1992 and is a registered charity run by a committee. It meets in a mobile classroom situated in the playground area of the local primary school in the village of Hatch Beauchamp near Taunton. The accommodation comprises of one large playroom with toilets, hallway and small kitchen area. The group use the school playground for outdoor play. The majority of children attending are drawn from the local vicinity and will move on to the school.

The group is open Monday to Friday from 09:00 to 12:00, term time only. The room is used at other times by the school. The playgroup is registered for a maximum of 24 children under five years. There are currently 18 children on roll, of which seven are in receipt of funded education. The group have a very close relationship with the primary school and receive support and advice from the Early Years Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are learning good daily hygiene routines which protect them from cross infection. They wash their hands independently with liquid soap, dry their hands with paper towels and dispose of them in a lidded bin. This is effectively monitored by staff, who are good role models with their own hygiene routines. Children's accidents, medication and emergency consents are all in place and clearly recorded to ensure their care needs are met. First aid boxes are available whilst at the setting and when on outings to deal with children's minor injuries, which are regularly checked and replenished.

Children learn about healthy eating through the varied range of fruit supplied by the staff at snack time. For example, children are offered a variety of fruit, such as bananas, raisins, apples and pears and are encouraged to drink milk. Children freely access drinking water from their own named sports bottle throughout the session, to meet their individual needs.

Children have good daily opportunities to partake in physical activity. They usually spend time outdoors on a daily basis, using a range of resources, such as ride on toys, hoops, balls and bean bags to practise their gross motor skills. Children also enjoy indoor activities, such as action songs where children are encouraged to take giant steps, walk on tiptoes, stamp and swim their way across the room, to extend their physical skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have good space to enjoy a range of activities in the clean, well organised environment. Children are aware of the designated areas for particular play, such as the messy area, the floor, table tops, the home corner, book corner and construction area, which are used effectively. Children can freely access the good range of interesting resources, some of which are stored in clear boxes on low-level storage. Children select their own dressing-up clothes which are hung at a low-level and admire themselves in the mirror on the end of the storage unit. Children are familiar with their own named trays to store their work and choose books independently to read on cushions in a quiet corner.

Children are generally safe as most potential risks have been identified and reduced. For example, electrical sockets are covered and there is a high hook and eye on the main door to prevent children leaving unsupervised. However, as risk assessments are not ongoing, staff have not identified the potential hazard of storing a heavy fold-up stand beside where children wash their hands, which puts them at some risk. Children regularly practise emergency evacuation procedures, which are recorded and are continually learning about their own safety through ongoing discussions with staff. For example, children are reminded to keep all four legs of the chair on the floor, to prevent them falling off.

Children's welfare is safeguarded as the staff show good awareness of the possible signs and symptoms of abuse and have good awareness of the procedures to follow if they have any concerns about children in their care, which are in line with the Local Safeguarding Children's Board.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happy and are keen to show staff what items they have brought from home. They are confident to ask staff for help when needed and enjoy self selecting from the good range of resources and activities available. They play well together, persisting at activities and are familiar with daily routines. They greatly benefit from the staff's warm, encouraging interaction, which helps them feel safe, supported and secure.

Nursery Education

The quality of teaching and learning is good. Children are interested and keen to partake in all activities. They become fully engaged in their play and are learning to negotiate with each other in order to play harmoniously. For example, children suggest alternative jobs in the post office when two want to use the till, suggesting that they swap in a minute. All of the children behave very well and listen attentively at group time and to staff's instructions. They count spontaneously in their play, showing knowledge of large numbers, as well as regularly through daily routines. Children also recognise numbers and can problem solve when they are stuck. For example, staff hold up large laminated numbers which also have the number of items on them. When children are unsure of the number, they know they can count the items, which will match the number. Children have good opportunities to recognise their name from their coat pegs, their drawers, on their sports bottles and name cards which are held up at circle time. All children are making excellent progress in linking sounds to letters with a different letter displayed each week on the interest table, to encourage children to find things from home and in the setting. Children sound out the letters in their names when writing their names on their work. They routinely choose books to read and thoroughly enjoy their imaginative play. They explore a range of media, such as paint, dough, corn flour and pasta and regularly enjoy cooking activities. They learn about other cultures through activities involving Chinese New Year and Caribbean Day, where children join the primary school in creating a music CD of their singing. Children are also included in school activities when other visitors are welcomed in to talk to children. Children are proficient at using the computer and understand what cameras are used for.

Children are praised continually for their efforts and their self-esteem raised through the staff's continual interest in them and appreciation of them as individuals. They use open ended questioning to further children's knowledge and understanding and encourage them to think and problem solve. They routinely extend children's interests and activities to further their understanding. For example, the post office role play area is extended by staff encouraging children to create envelopes, write a name on the outside, put one stamp on it and post it. When children are seen enjoying using the cameras, staff automatically find recent photographs taken of them and use these to encourage children to think and reflect about what was happening at that time. Staff are skilled at planning a stimulating range of activities and routinely challenging and extending children in their play. Children's individual observation and assessment records show their good progress over the six areas of learning generally, although their next steps are not linked to planning to build on what children already know.

Helping children make a positive contribution

The provision is good.

Children thrive as they are respected as individuals and given special jobs, such as observing the weather or handing out snacks, which promotes their good self-esteem. Children learn

about differences in cultures and beliefs through planned activities and their access to a range of resources which reflect positive images of diversity, such as posters, books, dolls and puzzles. Children's spiritual, moral, social and cultural development is fostered. Although no children currently attend with any learning difficulty or disability the supervisor attends regular training to increase her knowledge and understanding in this area. She is aware of the need for effective communication with parents and other professionals to ensure children's needs are fully met.

Children's behaviour is exemplary. They say "sorry" unprompted when they accidentally knock into each other, are learning to negotiate and share resources and all help to tidy away when asked. They are encouraged to say "thank you" when they are given their fruit and are praised routinely for all their achievements. Children are happy and secure in the whole school environment as there are effective links and good involvement with the school. Staff are calm, clear and consistent in all their communication with the children, which helps them to learn right from wrong.

The partnership with parents is good. Children benefit from the good communication between the group and their parents. Parents are given a prospectus and the group's policies and procedures, as they are updated. Parental consents are obtained to ensure continuity of care and regular newsletters keep them informed about what is happening. Children bring items from home which relate to the letter of the week, which involves parents in their children's learning. Staff speak to parents on a daily basis about their children's achievements and are planning to invite them to view their children's files more formally in the future.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides care. Children benefit from the good organisation of space and use of time and resources. They are cared for by experienced, suitable staff, who are training to improve their knowledge and understanding. The well organised operational plan supports staff in providing good care and ensures they and the committee are clear about their roles and responsibilities. All regulatory documentation is available and confidential. However, lack of ongoing risk assessments has some impact on children's safety.

The leadership and management is good. The committee work well to support staff in caring for children and encourage ongoing training. The group are aware of their strengths and weaknesses and have sought advice in order to improve their knowledge of using children's assessments to inform future planning.

Improvements since the last inspection

At the last care inspection six recommendations were raised relating to National Standard 1 - Suitability, National Standard 6 - Safety, National Standard 7 - Health, National Standard 12 - Partnership with Parents and National Standard 13 - Child Protection. All of these have been satisfactorily addressed. Staff files hold evidence of their suitability, a high hook and eye on the main door ensures children cannot leave unsupervised, fire drills are recorded, policies and procedures have recently been updated ready to share with parents and staff are currently training which will include information on child protection and there is a comprehensive policy and procedure to support staff's knowledge. These improvements greatly benefit children's continuity of care, safety, health and welfare.

At the last nursery education inspection three key issues were raised relating to providing opportunities for children to use information technology, sound out letters and ensuring all staff have good knowledge of the early learning goals. These have all been satisfactorily addressed. Children are proficient at using the computer, making excellent progress in sounding out letters and have effective observation and assessment systems in place to ensure all staff have a good knowledge of the early learning goals, which benefits children's learning.

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):

- implement regular risk assessments to identify and minimise hazards inside and outdoors

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):

- continue to develop children's individual assessment records to identify and plan for the next steps in their learning and share these with parents

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