



## **Pucklechurch Playgroup**

Inspection report for early years provision

<b>Unique Reference Number</b>	136060
<b>Inspection date</b>	15 June 2005
<b>Inspector</b>	Kay Roberts
<b>Setting Address</b>	Community Centre, Abson Road, Pucklechurch, Pucklechurch, South Glos, BS16 9RW
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<b>Registered person</b>	Pucklechurch Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 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?

Pucklechurch Playgroup first opened in 1980. It operates from the community centre in Pucklechurch, a village situated near Bristol in South Gloucestershire. The group is managed by a parent committee, and serves the local predominantly rural community. Children have access to the large hall and a fully enclosed, designated outside area.

The provider caters for children between the age of two and a half, and five years. It

is registered to care for a maximum of 24 children. There are currently 38 children on the register, and of these 14 are funded 4-year-olds and 12 are funded 3-year-olds. The group offers care to three children with special educational needs. There are no children for whom English is a second language. The group is open five days a week during school term times. Sessions run from 09.15 to 11.45 hours from Monday to Friday and on a Wednesday afternoon from 12.30 to 15.00 hours. Children may attend a number of sessions.

There are four members of staff, three of whom have an early years qualification. There is a parent rota system for providing additional adult support on a daily basis. The setting receives advice from a teacher and from an inclusion support worker from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's good health is actively promoted. They are protected from illness and infection through the provision of a clean environment and the exclusion of children who are sick. Established hygiene procedures, such as cleaning tables with anti-bacterial spray prior to snack time and using colour coded cleaning cloths ensure children are protected from infection. Parents are notified of outbreaks of childhood illnesses within the setting and often supporting literature is made available. Accidents are appropriately managed and shared with parents. Children learn the importance of hygiene through the daily routine and without prompting wash their hands after painting and using the bathroom. A visit from a vet stimulates discussion on the importance of washing hands after touching animals.

Healthy eating is promoted through the provision of healthy snacks of fruit with either milk or water. Staff stimulate conversation about which foods are healthier and those which are less healthy if eaten in large amounts. On occasions children are introduced to new tastes such as kiwi and fresh pineapple. Appropriate measures are in place to ensure that special dietary requirements are met.

Fitness levels are maintained through regular daily exercise and when the weather permits this takes place outside. Large muscle skills are developed by the provision of appropriate equipment and staff encouragement and participation in activities. Children kick footballs with confidence, they throw balls through hoops, walk around balancing bean bags on their heads, balance as they walk along beams and ride bikes avoiding obstacles within a confined space.

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

The provision is good.

Children are warmly welcomed into the safe, relaxed environment. Toys and equipment are attractively set up prior to their arrival. There is sufficient child-sized furniture for all children, their art work is attractively displayed and as they enter they

receive a personal greeting from staff. Children select the apple with their name and put it on the tree to indicate their presence. Children's freedom to move around is maximised as there is space between activities which are organised in clearly defined areas. Additional resources which are stored in low level drawers close to tables, such as puzzles and craft materials extend children's choice and encourage independence.

Safety is given a high priority, so children are protected from harm. Staff check premises on a daily basis and equipment which may pose a potential risk, such as the risk associated with the balancing beam has been minimised by implementing appropriate safety measures and close supervision. Fire drills are practised monthly; however, full details are not recorded. Safe procedures are in place for outings and children advised of the need to stay close together and not talk to people they do not know. Children are alert to the green cross code which was introduced by a visit from a local crossings patrol person. The risk of abuse to children is reduced as all staff have received training in child protection and are aware of the local procedure to follow should they have concerns.

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

The provision is good.

On commencing at the playgroup children's individual needs are taken into consideration with parents attending as many sessions as required until their child settles. Once settled children confidently enter the playgroup and are enthusiastic about the activities available. Children say they enjoy being at playgroup, they like the toys and playing with friends. They form a close bond with both staff and peers.

Most children attending the playgroup receive nursery education funding. Children express great delight when they are able to sit next to their friend at snack time and ask to visit friends at home. They play together, are able to wait their turn and share tasks such as lifting a heavy box of track and trains at the end of a free play session. Children chat to each other in a group and are able to talk about their interests, such as what present they will have for their birthday. Having listened with interest to a story, they are able to recall significant details. Children recognise their names in print, are able to sound the letters in their name and ascribe meaning to marks.

During free play they select from the broad range of age-appropriate resources which cover all areas of learning and offer sufficient challenge. They thread beads and estimate the total, which is often more than 20, then count to check if they are correct. Having completed this task they use paper and crayons to make an accurate representation of the pattern created by the beads. Through participation in singing their favourite rhymes such as 'Five Little Monkeys' they learn to subtract. Some children sing to themselves 'Ten in a Bed' and use figures from the playhouse to represent the characters in the bed and to act out the rhyme. By listening to an introductory piece of music children are able to identify a song.

Children learn about the world around them as they watch frogspawn turn into tadpoles and plot a chart of the number of legs, ears, eyes, noses and bodies of a range of animals. They have brought in photographs from home of their pets which

are displayed on a notice board. In pretend play they imitate what happens in their home environment as they cook and serve meals.

The quality of teaching is satisfactory. Planning is undertaken by the staff team who offer a broad range of theme-based activities which appeal to children and cover all aspects of the curriculum. Staff are alert to the needs overall of their key children for whom they undertake regular observations and how this should be included in the curriculum. However, this is not fully effective in meeting the needs of children as assessment records do not include a starting point and are not updated on a regular basis. There is a high adult to child ratio so that an adult is always available to offer encouragement and extend children's learning by introducing them to new words and providing an example. To sustain children's interest during group activities staff sit amongst the children. When reading stories staff ensure all children are clearly able to see the pictures and often use visual aids. A calm environment is created. Children are given time to complete activities, they are given advance warning of packing up time and are occupied with singing when staff are reorganising the room.

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

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. All children are valued and included as staff have effective systems in place. Children feel special as they have their own apple with their name, their work is displayed and their achievements are acknowledged. At the end of a session each child is given a sticker as staff identify something which they have done particularly well during the session. This may be making a card for father's day or sitting nicely on the carpet. Staff have a proactive approach to behaviour management, such as when children start a new activity they are advised that they need to share. In response children are clear about the boundaries, well behaved, polite, take turns and assist with tidying up.

Children are aware of their local community. The local police constable has an office in the same premises as the playgroup and frequently visits the children. When children go on holiday they send postcards to their friends at playgroup. On an annual basis the playgroup are involved in the local Revel carnival. This year the group are creating a circus theme float and this will be followed up by a visit to Bristol Zoo later in the summer. There is a buzz in the playgroup as everyone is enthusiastic about the event and working together. Every child has helped to create the large painted clown which will form the backdrop. Parents and staff have worked together on designing the float, making decorations and costumes. Children are proud of their achievements and those of their parents, such as drawing the clown. Many relatives are to see the event. As part of the day parents are also involved in fund raising and are making cakes.

The partnership with parents is outstanding. Children settle at playgroup and are secure as parents are welcome to remain during sessions for as long as necessary in order to settle their child. Parents enjoy being involved in their child's learning as they assist at sessions on a rota basis. There is good communication between parents and staff, so that parents have a clear understanding of what is happening within the

playgroup and their child's progress. Should staff have concerns about a child's progress in one particular area this is discussed with the parent/carer.

## **Organisation**

The organisation is satisfactory.

Staff, committee members and parents all recognise the significant contribution they all make to Pucklechurch Playgroup. The staff team work closely with the committee and parents. A high priority is given to training and staff regularly update their skills and knowledge. Staff and parents on duty are clear about their role and responsibilities. Children are protected from people who have not been vetted and staff provide a child friendly, learning environment. The well presented operational plan which is readily accessible to parents in a large folder is continually under review.

Leadership and management are satisfactory. There is a clear vision for the future and the manager is able to identify the strengths and weaknesses of the setting. However, although aware that children's records needed to be updated on a regular basis, this has not yet been addressed.

Overall the provision meets the needs of children who attend.

## **Improvements since the last inspection**

Since the last inspection in May 2004 the group have addressed all actions, recommendations and key issues. Children are now protected as there is an effective system in place for notifying Ofsted of significant changes within the setting and for ensuring all staff are appropriately vetted. Staff fully implement the policies and procedures as they have developed a fuller understanding of the operational plan through regular reviewing at weekly team meetings. Following a review of accidents staff identified a pattern and have reorganised space for physical development so that risks to children are minimised.

Children's interest in communication, language and literature is now promoted. The book corner is supported by the presence of an adult and the area made more attractive through the purchasing of large cushions and a book stand. There are daily opportunities for informal mark making.

At the last inspection there were a number of concerns relating to behaviour management. All staff have received training. Children are now provided with clear boundaries, encouragement is appropriately given for positive behaviour and staff are proactive in managing unwanted behaviour so that all children are well behaved.

Staff have also received training in caring for children with special educational needs. They have a full understanding of and implement the Code of Practice, so that a welcoming, learning environment is provided for all children and children's individual needs sensitively met.

## **Complaints since the last inspection**

There are no complaints to report.

## **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 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):

- comply fully with fire safety recommendations and record full details of fire drills

### **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):

- ensure children's achievement records are updated regularly so that they effectively inform planning.

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