

Holbeton Pre-School Playgroup 1

Inspection report for early years provision

Unique Reference Number	106129
Inspection date	12 July 2007
Inspector	Christine Slaney
Setting Address	Holbeton Village Hall, Brent Hill, Holbeton, Plymouth, Devon, PL8 1LX
Telephone number	01752 830505
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Registered person	Holbeton Pre-school Playgroup
Type of inspection	Integrated
Type of care	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.

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?

Holbeton Pre-School Playgroup opened 31 years ago. Sessions are held in the main hall and Green Room of Holbeton Village Hall. There is a secure lawned area for outside play. The group serves the local community, with many children attending resident in the village, but children from surrounding areas are also welcomed.

The group is open Monday, Tuesday, and Thursday from 09:15 to 11:45 hours, a lunch club is provided from 11:45 to 12:45 and on Wednesdays and Fridays from 09:15 to 11:45 hours, lunch club provided from 11:45 to 12:45 term time only. There are currently 25 children enrolled, 17 of whom are funded three and four-year-olds. The group can support children with learning difficulties or disabilities and English as an additional language.

The group is run by a parents committee. There are five adults working directly with the children. The supervisor holds a foundation degree in early years and there is a qualified teacher who is employed by the pre school. In addition the group is supported by two other staff members who hold national qualifications at level two and three. Another staff member is presently

working towards a national qualification at level two. The group receive the support of the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health and well-being is effectively supported by staff who have a good knowledge of children's individual needs. This includes a knowledge of children's specific dietary requirements. Children enjoy healthy snacks, because the pre-school works closely with parents. As a result children are encouraged to bring in healthy items. Children bring packed lunches, which are stored appropriately to ensure they remain fresh. Lunch time is a sociable occasion. Children chat together and staff supervise the children whilst eating to ensure good table manners. In addition, children have free access to drinking water. Children have good opportunities to learn about healthy eating.

Children are supported with self-care skills and hygiene practices. The limitations of the building means that total independence for children would be difficult. However, staff have developed some appropriate hygiene practices. These ensure that overall children are protected from the risk of cross infections and include the use of several communal hand washing bowls. These bowls have been placed strategically and are used for particular tasks and regularly changed, for instance separate bowls for craft and eating. The setting has also worked with other professionals. This is to ensure their practices are suitable, for example advice has been sought from an environmental health officer. Furniture, equipment and resources are routinely cleaned and therefore children are protected from the spread of infection. Parents are immediately informed of any illness within the setting to ensure they are able to fully protect their children.

Children have use of a variety of tools, including paint brushes and glue sticks. They thoroughly enjoy sprinkling glitter with enthusiasm. Children have good opportunity to develop their large muscles. They regularly access fresh air and take part in music and movement sessions. In addition, children enjoy running and moving around large spaces.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are welcomed into a stimulating, clean, secure and well maintained environment, within the local community centre. This means, all equipment and activities are cleared away at every session. However, staff work hard and use the green room to display many colourful exhibits of children's work. In addition, there are portable boards with useful parents' information displayed. This helps to make the setting inviting within the limitations of the hall. Nevertheless some areas like the toilets means they are less private for some children.

Children develop a good sense of belonging, as they have a special place to store their things, for example outdoor coats. There is a wide range of resources, which are easy to access. The green room includes dedicated areas for certain aspects of learning, for instance writing and computer areas. This means planned activities facilitate children's independent learning well.

Overall children are safe because regular risk assessments are carried out. However, they are not presently reviewed in order to carry out any identified action. This means some minor risks may not be dealt with. Children have good opportunities, to learn about keeping themselves

safe in meaningful situations. This is because skilful questioning by staff ensures they develop a good understanding, for example through stories like Little Red Riding Hood and Goldilocks and the Three Bears. Staff are vigilant about the children's safety and there are good security systems, which ensure that all visitors sign in. Regular fire drills mean that children can be evacuated quickly and safely in the event of an emergency.

Staff are confident in knowing what to do if they have concerns about a child's welfare. This means children would be provided with appropriate support and help should this be necessary.

Helping children achieve well and enjoy what they do

The provision is good.

Children thoroughly enjoy their time in the setting. They have a good attitude to learning and are happy, settled and engaged purposely throughout the sessions. Children are offered a good range of activities and experiences during their time at the setting. This includes a good balance of child led and adult directed play opportunities. For example focused sessions using weighing scales and the use of positional language like up and down. There is a friendly, strong community feel throughout the pre school. The two to three-year-old children enjoy a broad range of activities. Staff are developing their knowledge of the Birth to three matters framework. This is then used alongside their existing knowledge, to assess children's development and to plan for children's next developmental steps. Children are very much valued and their work is displayed attractively, alongside adult led displays.

Nursery Education.

Teaching and learning is good. Children are making good progress towards the early learning goals in all areas of learning. The staff team are passionate and committed to providing good education. They have a good understanding of the Foundation Stage and interact well with the children. This means children are keen to learn and eagerly explore the activities that are set out for them, including everyday technology and computers independently. As a result, children are able to access simple programmes with good control and skill. In addition they take care when making tiaras and crowns in the craft area.

Children are confident, independent and have good self-esteem. This is because staff give children time to settle into the setting at their own pace. For example supporting children who have just started. As a result, children thoroughly enjoy music and movement sessions dancing and moving their bodies to the instructions of a musical tape. They describe and recall main stories, settings, events and principal characters, for example Goldilocks and the Three Bears. This is because staff use props skilfully and appropriately to encourage children to name and think about what will happen next. This includes how The Bears and Goldilocks feel. Children's own curiosity as learners is developed because staff involved them in the planning and evaluation processes. Children help to tidy away and staff offer encouragement and praise at all times. They concentrate well during a range of play opportunities, which include routines like snack times. Children share home experiences and consolidate and extend their learning. This is because staff ask skilful questions which help children to connect with their own experiences. For example talk about what Red Riding Hood did wrong and how she did not keep herself safe. In addition, children are encouraged to count how many musical sticks are needed during circle time. Children move confidently and with good control and co-ordination, particularly in music and movement sessions. Children show an awareness of space both for themselves and others, for example whilst walking in single file as they wash their hands.

There is no formal system in place to monitor teaching methods and practise. This means, there are some opportunities, which are not fully extended for all children, for example more abled children in the setting helping others in meaningful ways. As a result, they did not have consistent opportunities to practise their own skills. In addition, the outside play area is frequently used. However it is not fully utilised to enable children to freely explore. There is a good range of age appropriate resources, which children can easily access including topic related activities. Staff meet regularly to discuss children's progress and plan. These plans are regularly revised and reviewed to ensure they are a working tool for all staff. Staff have a good knowledge of the children's starting points, because they discuss them with parents before the child starts, and carry out assessments and observations to find the child's developmental range, likes and dislikes. Overall experiences are fully extended to ensure that children benefit from their time in the setting. Children's achievements and developments are monitored appropriately and transition records are used to inform parents and the next school of children's progress and targets.

Helping children make a positive contribution

The provision is good.

Children's self-esteem is constantly promoted as they receive praise and encouragement regarding their achievements. This means children are confident and interact very well with staff and visitors and enjoy showing their work to others. The good relationships that staff share, with both the children and their parents result in children's individual care needs being quickly identified and met. This is because staff meet regularly with parents to discuss children's progress. In addition, parents complete an initial profile about their child. There is a system in place for children with a learning difficulty or disability attending. This means there is support for children who are not reaching their expected milestones. Children's sense of belonging is encouraged. This ensures they make their own decisions regarding activities and themes. Children's views are sort with regard to visiting professionals who talk about their jobs. As a result children evaluate activities with simple charts. Children access with ease a wide range of activities and learning opportunities. Furthermore, children learn about their local community and the wider world through interesting projects, for example celebrating festivals. As a result children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is good. The pre-school have clear expectations of behaviour, which children understand. This includes a Happy Henry puppet face, which regularly identifies good behaviour and rewards it. As a result children are polite and considerate to each other and adults.

Partnership with parents is good. Parents are actively involved in their children's learning, for example, by visiting the pre-school and sharing skills and experiences. The pre-school has an open door policy and parents clearly feel able to talk to staff about their child at any time. Children's individual care needs are fully met as a result of the consent forms and records that parents are required to complete. This effective partnership has a positive impact on the education and care of the children.

Organisation

The organisation is good.

Leadership and management is good. The pre-school is run by a dedicated team of staff and committee members who have clear aims and objectives. Staff demonstrate a desire to continue

to develop their practice and regularly attend training with the support of the pre school committee. This includes Birth to three matters framework. As a result they are developing a good knowledge and understanding of this framework and how to implement for under threes.

The pre-school ensures that all their legal requirements are met and policies and procedures are in place to underpin the effective running of the pre-school. Parents are provided with clear information about the pre-school. Space within the pre-school is used well. The staff maintain safety by ensuring supervision at all times. There are suitable systems in place to ensure all staff working with children have completed required vetting procedures. The setting meets the needs of the range of children for whom it provides.

Children benefit from staff who are qualified and have a good knowledge of the Foundation Stage. The care and nursery education provided to the children and families within this setting is monitored appropriately. Although there is no formal system in place to monitor teaching methods and practice. This means there are some opportunities that are not fully extended for all children, for example the use of outside play and opportunities for children to learn from each other.

Planning is seen as important and flexible for both staff and children, for instance themes are continued if children's interest is still engaged. This means children's interest is maintained through well planned themes and activities like traditional stories. Children are involved and their views are actively sought, for example child friendly evaluation sheets are used to seek children's ideas about sessions. These include visits from the local policeman.

Improvements since the last inspection

At the last inspections of care and nursery education the pre-school was asked to look at the role and responsibilities of the supervisor, to ensure there is sufficient time to concentrate on key tasks. There are now suitable systems in place, which includes an action plan detailing the expansion of the supervisor's role and lead responsibility for the funded nursery education. In addition the pre-school was asked to complete and implement the operational plan. This is now completed and works in practice. Risk assessments are now completed although they are not presently reviewed.

Complaints since the last inspection

Since the last registration 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- maintain children's privacy in the toilet area
- regularly review the risk arrangements to ensure any identified areas of risk are minimised

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):

- monitor teaching and learning to ensure consistency of teaching methods and practice, ensuring that children have opportunities to learn from each other. Include developing the planning to sustain a successful outside learning environment.

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