



# Botesdale and Rickinghall Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	508612
<b>Inspection date</b>	24 January 2006
<b>Inspector</b>	Gill Thornton
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<b>Registered person</b>	Botesdale And Rickinghall 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?

Botesdale and Rickinghall Playgroup is managed by a voluntary management committee, made up of parents of children at the playgroup and members of the local community. The group has been open for over 20 years and operates from Botesdale Village Hall. A maximum of 24 children may attend the playgroup at any one time. The playgroup is open each week day morning during term time from 09.05 to 11.35 with a lunch club from 11.35 to 12.35. All children share access to a secure enclosed

outdoor play area.

There are currently 43 children aged from 2 years to under 5 years on roll. Of these 24 children receive funding for nursery education. Children come from the villages of Botesdale and Rickinghall and the wider local community. The playgroup employs six staff. Five of the staff, including the manager, hold an appropriate early years qualification and one is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are beginning to learn the importance of good health and hygiene practices through the regular routines of the sessions. For example, they know to wash their hands before preparing food and this is reinforced by staff explaining the need to wash away the germs. Children's well-being is promoted because staff are well informed about children's health care matters and all the required documentation and consents are in place to support this. All staff have attended first aid and food hygiene training to ensure they are aware of the correct procedures to follow to maintain children's health and prevent the spread of infection.

Children's dietary needs are met through the provision of nutritious snacks, which children sometimes help prepare, that take account of their individual preferences. Children enjoy activities that increase their understanding of the importance of having a healthy diet. For example, discussions while making and eating vegetable soup about the need to have fresh fruit and vegetables every day. Lunchtime is a social occasion when children sit down together to eat their packed lunches.

Children enjoy a range of physical activities both indoors and outside that contribute to a healthy lifestyle. They have daily access to a well planned outdoor area which benefits from a safety surface around the stimulating climbing apparatus, which offers children physical challenges, such as when attempting to climb the rope rigging. They take part in various play experiences to develop control of their bodies, for example, confidently pedalling tricycles and using scooters or joining in with ring games such as the Hokey Cokey.

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

The provision is good.

Children are cared for in a clean and well-maintained environment where they move about freely and safely. Their risk of accidental injury is minimised because staff take steps to reduce risks to children. For example, staff carry out visual daily checks indoors and in the outdoor area and ensure electric sockets are covered in the main hall. Children's times of arrival and departure are closely monitored and staff ensure the main entrance door is locked during sessions to prevent unauthorised access. Staff regularly practise emergency evacuation with the children and ensure all fire

exits are kept clear.

Children use wide range of good quality and well maintained toys that meet safety standards. On outings and when walking to and from the school nursery children benefit from increased adult:child ratios and staff follow clear procedures to keep them safe. Children's safety is promoted because staff are vigilant and give clear explanations to help them understand safety rules, for example, while using a knife to cut up vegetables.

Children's welfare is safeguarded because all staff have attended child protection training and know the correct procedures to follow if they have a concern. Children are cared for by adults who are vetted and have the relevant experience, knowledge and skills to ensure children's safety is promoted.

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

The provision is good.

Outcomes for children are good. Children settle well or are sensitively supported by staff to do so in the welcoming and child friendly environment. At the start of the day children and their carers are welcomed at the door by the supervisor, while other staff are deployed effectively at the various activities available within the main hall. This helps children separate easily from their parents and carers and immediately become involved in their play. All children are confident and make positive relationships with staff and their peers.

Children spend their time playing purposefully with the broad range of developmentally appropriate indoor and outdoor activities which provide good levels of challenge appropriate to their age and stage of development. Children are eager to explore the wide range of toys and resources provided by staff using their sound knowledge of child development. Children attending the lunch club play together happily after lunch exploring resources while chatting with staff and each other. 'Birth to three matters' framework is reflected in the group's practice and they have introduced the framework into their planning for children under the age of three.

The quality of teaching and learning is good.

Teaching provides realistic challenge for all children. Staff have a secure knowledge of the Foundation Stage and use this to plan a wide range of activities and experiences balanced across the six areas of learning. Teaching motivates children so that they are keen to learn and explore the activities available. Activity plans are used to evaluate activities but these do not clearly show whether the intended learning was achieved in relation to the stepping stones. Assessments and observations are used successfully to monitor children's progress and the information gained is used effectively to guide planning. Staff informally adapt activities and identify children's next step in learning taking into account the views of parents.

Staff work hard to provide a stimulating environment which reflects most children's backgrounds and the wider community. Children are happy and enjoy coming to the setting and have a positive attitude to learning. They are confident and play well on

their own or with others. Children develop their independence, for example, at snack time and when encouraged by staff to put on their own coats and hats.

Most children are very confident communicators, initiating conversations with their peers and adults and they enjoy using language during imaginary play. For example, while interacting during role play situations. Children enjoy listening and responding to stories in a large group and take part in activities to name and sound letters of the alphabet. Children proudly practise their emergent writing skills at the writing table but resources to label their own work are not routinely available and the role play area does not always support children in writing for a purpose.

Children recognise and identify shapes during their play. They use mathematical language such as bigger and smaller and sort by colour for, example, using the Compare Bears. Some children can count confidently to 10 and beyond and demonstrate an understanding of problem solving, for example, at snack time working out how many cups and plates are needed for each table.

Children learn about the natural world and life cycles through practical experiences such as growing courgettes in the garden and eating them. Children competently operate everyday technology, for example, the microwave in the home corner or the small potters wheel. The group have just been given a computer and are in the process of researching a suitable storage desk to allow the children regular access. Children have good opportunities to explore and investigate materials such as ice and cornflour in a large builders tray.

Children enjoy using their imagination in the home corner and various well resourced role play experiences such as a post office or garage. Children explore their creativity through a range of media such as printing with various objects including vegetables and have access to a range of collage materials.

Overall, children are making good progress given their capabilities and starting points.

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

The provision is good.

Children are welcomed into the setting and are valued by staff who respect their individuality, which helps them develop a sense of belonging. Children are developing caring and positive relationships with staff and their peers, for example, while interacting during role play in the garage asking 'can you turn that thing please?'

All children are included and have equal opportunity to access resources and equipment that meets their individual needs, so that they can become confident and independent. The Special Educational Needs coordinator works with parents and other professionals to support children's specific needs.

Children understand the rules and routines of the setting and are encouraged by staff to show concern for others. Staff are good role models and their calm and consistent

manner helps children understand responsible behaviour. Children become aware of the local and wider society through routine outings and visits into group, for example, from a policewoman and a firefighter. Children have access to resources such as posters, books and role play opportunities promoting a positive view of diversity and they take part in different festivals such as Christmas and Chinese New Year.

Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good.

Parents are well informed about the Foundation Stage and their children's progress through sharing their records of progress, observations and termly reports. Parents' views are sought and acted upon via a termly review form where they can identify future targets for their children. Prospective parents are invited to an open session where the leader explains the Foundation Stage and invites them to borrow the parents pack video. Parents and carers are very positive about the care provided and complimentary about the caring and approachable staff.

All the required documentation and consents are in place to ensure children are looked after according to their parents' wishes. Staff and parents share information verbally on a daily basis to ensure children's changing needs are met and to provide continuity of care.

## **Organisation**

The organisation is satisfactory.

Staff are qualified and experienced and have a high regard for the welfare of the children. They work well together as an established team and are aware of each others roles and responsibilities. Staff spend considerable time each day preparing the hall before children arrive to provide a stimulating environment. Effective staff deployment and good adult:child ratios positively supports children's care, learning and play. The provider is aware of the changes to staff vetting procedures but these are not currently reflected in recruitment and appointment procedures,

Operational policies and procedures work in practice to support the successful running of the provision and to promote children's good health, safety, welfare and development. New committee members are in the process of completing the suitability process

Leadership and management is good.

Regular staff meetings take place to evaluate children's progress and the effectiveness of the provision for nursery education. The supervisor provides strong leadership for the group and forges links with St Botolph's School Nursery to ease children's transition into school. Staff attend regular workshops to update their knowledge and practice and support each other in identifying strengths and weaknesses and areas for professional development in readiness for appraisals.

Overall, children's needs are met.

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

At their last care inspection the group was asked to review documentation, policies and procedures in line with the National Standards, this has been done to enhance children's care. The registered provider was also asked to ensure staff attended child protection training and that children had free access to drinking water. All staff have attended relevant training and children can help themselves to drinking water so enhancing their welfare.

At their last nursery education inspection the group agreed to improve information given to parents about the Foundation Stage and involve them in their children's learning. This has been effectively addressed through new parents being invited to open sessions where they receive information about the Foundation Stage. Children's records of progress are shared with parent's each term and their views are sought and acted upon so giving parents greater ability to contribute to their children's learning.

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

There have been no complaints made to Ofsted since 1 April 2004. 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 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):

- ensure robust recruitment and appointment procedures are in place for new 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):

- extend the use of activity plans to show intended learning linked to appropriate stepping stones, adaptation and evaluation of intended learning
- ensure children are provided with regular opportunities to practise writing for a purpose during their play.

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