

# Tytherington Pre- School Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	136110
<b>Inspection date</b>	06 December 2007
<b>Inspector</b>	Hilary Elizabeth Tierney
<b>Setting Address</b>	Village Hall, Itchington Road, Tytherington, Wotton-under Edge, South Gloucestershire, GL12 8UP
<b>Telephone number</b>	07813 530790
<b>E-mail</b>	
<b>Registered person</b>	Tytherington Pre School 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Tytherington Pre-School Playgroup opened in 1996. It operates from the community hall, which is situated in the village of Tytherington approximately two miles from Thornbury in South Gloucestershire. The group have an enclosed outside area.

The group may provide care for 24 children aged from two years to five years. The group are open on Monday, Tuesday, Thursday and Friday mornings, during term times, from 09.30 until 12.00, from 12.00 until 13.00 children stay for lunch. There are currently 16 children on roll. Of these, 11 are funded three-and-four-year-olds. Children attend from the local area. The group have no children who attend with learning difficulties and/or disabilities and who have English as an additional language.

There is a team of four staff, whose qualifications include National Vocational Qualifications at level 3. The group receive support from the Early Years advisors.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children learn about personal hygiene routines through clear explanations from staff. Children wash their hands before snacks, after using the toilet and being outside. However, staff fill the sinks with water and all children use these after using the toilet and one bowl of water is used during craft activities. This may pose a risk of cross infection. Children and staff use paper hand towels for drying their hands. Staff use anti-bacterial sprays for cleaning tables. Records of any accidents that may occur, medication administered to children and any incidents are kept and shared with parents. Parental permissions are in place and their emergency contact numbers are easily accessible should they be needed in an emergency.

Children have suitable access to physical play. They are able to play outside during the sessions and staff give children the choice of playing outside or inside. The enclosed space outside is used adequately and children play happily on bikes, scooters, trucks and with hoops and balls. Children also take part in action songs and music that help develop their co-ordination skills, for example, children were observed happily playing musical mats. They danced around the room until the music stopped and they have to stand on a mat. A child took great delight in helping to turn the music on and off.

Children are beginning to learn about healthy eating. Parents are encouraged to bring in fruit for snack time, that all children share. Parents also provide children with a packed lunch. Snack time is used effectively to help develop children's independence. They are encouraged to get their own plates, cups and help themselves to fruit and drinks before they sit to eat. All children and staff sit together at both snack and lunch time. These are very social times and children talk happily to the staff. Staff ensure that a covered jug of water and cups are easily accessible for children through the sessions. Staff are fully aware of children's special dietary needs.

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

The provision is satisfactory.

Children are cared for in a welcoming, happy environment. Staff greet children and parents individually as they enter the room. The resources provide a good selection for children to play with. Resources are balanced and children have easy access to the selection put out by staff daily.

Children are safe as they play. Staff supervise them well during the sessions. Risk assessments are carried out daily, but have not identified that the wall heaters covers are not attached to the wall and may pose a risk to children. Fire evacuations are practised with children and clear records kept. The front door remains locked whilst children are present and the keys are kept nearby. There is a clear outings procedure in place and clear procedures to follow in the event of a lost or uncollected child. Authorised people able to collect children are noted on the registration forms.

Children are well protected. Staff have completed child protection training and are clear about how to safeguard children in their care. Existing injuries of children are recorded and shared with parents on the day. The child protection policy is clear and contains a procedure to follow in the event of an allegation being made against a member of staff.

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

The provision is satisfactory.

Children are happy, confident and settle quickly when parents leave. The key worker system enables staff to get to know the children well and offer appropriate care for them. Staff spend quality time with children during the activities and interactions are good. Children interact together well and spend time taking part in interesting activities, such as, icing Christmas cakes. Children help to tidy up with enjoyment and take part in all activities with enthusiasm. Children were observed playing with a sack and wrapped boxes of 'presents', they pretended to be Father Christmas and delivering presents to each other. They thoroughly enjoyed this and laughed as they gave presents to the staff.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have a satisfactory knowledge and understanding regarding the Foundation Stage of learning and outcomes for children. Staff use their time and resources satisfactorily, they observe and assess the children adequately and plan activities for the coming weeks. However, staff do not identify children who need extension within their planning. Children are developing and making satisfactory progress in most areas of the curriculum. Children have good opportunities to link sounds to letters, staff are good at encouraging them using a letter sack. Children were observed taking part in this activity with enjoyment. The letter sack is moved around to each child so they may take out an item that begins with a particular letter. During circle time at the beginning of the session staff greet children using sign language and sound the letter of children's names, which they recognise correctly. This makes circle time fun for the children. However, children do not have easy and regular access to writing materials that will enable them to start to make marks and develop early writing skills. Children do have access to a cosy book corner where they are able to look at books alone or together. Children enjoy having stories read to them and take part in stories with excitement.

Children have limited opportunities to develop their knowledge and understanding regarding the use of everyday technology, for example, through use of computers and programmable toys. This is due to the lack of resources in this area. Children are encouraged to express themselves in painting activities. Staff put out a range of paints and paper and children are able to explore the paints for themselves. Although there are sponges available for printing children were observed painting their hands and putting them over the paper. They took great delight in this and the patterns that they made. Children take part in making a marble run. They interact well together as they build the tower for the marbles. Children are confident in their recognition of numbers, counting and their mathematical development is satisfactory. One child decides he wants all the marbles, a member of staff intervenes and asks him to share the marbles into pots for all the other children. She gives him three pots into which he counts two each for them all, leaving himself with three. The member of staff praises him and the children continue to play happily. Children are able to use their imagination adequately as they play in the role play area. They are beginning to develop their independence and get aprons for craft activities themselves, wash their hands and use the toilet independently.

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

The provision is satisfactory.

There are a suitable range of resources that reflect the diversity within the community. Staff use them effectively to help children understand the world around them. Children are treated

with equal care and concern. Staff obviously enjoy being with the children and show care and concern for all children in their care. Staff demonstrated a suitable awareness about how they would offer support to children with learning difficulties and/or difficulties and children who have English as an additional language.

Children behave well. Spiritual, moral, social and cultural development is fostered. The staff give clear explanations to children which help them to understand the consequences of their actions. Children understand the boundaries within the setting and are beginning to learn how to share, take turns and be polite to each other and staff. Any incidents that occur are recorded and shared with parents on the day. Staff have a calm, caring approach towards the children and are good role models. They are consistent in their approach and their natural use of praise and encouragement encourages children's good behaviour.

Partnership with parents is satisfactory. Parents spoken to are very happy with the care and information provided by the staff. They receive both verbal information about their child's progress at the end of a session. Written information given includes regular newsletters, information on the Foundation Stage and Birth to three matters, which is included in the parents brochure and other details are put on the notice board. The complaints procedure is clear and there are detailed systems in place for the recording of any complaints should they occur.

## **Organisation**

The organisation is satisfactory.

All legally required documentation required for registration is in place. Policies and procedures are adequate and accessible should parents wish to see them. Registers are kept up-to-date and in order. Both children and staffs' daily attendance are clearly recorded. A visitors' book is in place. The registration certificate is clearly displayed which enables parents to see the conditions of registration. Staff are aware of maintaining confidentiality and all records are kept securely locked away. However, records, such as those of accidents and incidents, when shared with parents' are not always done so in a confidential manner.

Leadership and management are satisfactory. Staff work hard to ensure they provide an adequate quality of care for the children. However, some lack of communication between the joint leaders means that paperwork is not organised well. Planning of activities does not enable staff to use them effectively to help identify and support children's interests and plan for their next stages of learning. The committee offer adequate support for the staff. There is a suitable recruitment and vetting procedure in place which ensures staff are suitably checked before they begin working with the children. Staff are committed to improvement and receptive to new ideas, they have completed self-evaluation sheets which help them identify their strengths and weaknesses.

The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

### **Care**

The provider had four recommendations from the last inspection. These were to devise an operational plan that reflects all the policies and procedures including induction and appraisal system; ensure all accident records are signed by the parent or carer; ensure first aid training is kept updated and ensure that the imaginative play area is set out to provide children with

sufficient space for role play. These have been completed adequately. The provider has in place an operational plan which now reflects all policies and procedures including the induction and appraisal system. All accidents records are now shared with parents or carers. Staff have up-to-date first aid training and the imaginative play area is set out to provide children with adequate space to play.

### Nursery Education

There were two key issues from the last inspection. These were to extend the planning to incorporate learning intentions and evaluation of activities, so that future activities are more effectively planned and enhance the programme for mathematics to enable children to use their knowledge of numbers to solve simple problems, for example, taking away. These have been addressed and the provider has made some progress in the planning and evaluation of activities, however this still needs some improvement, so that children's interests are developed. The mathematics programme has been developed adequately.

### Complaints since the last inspection

Since 1 April 2004 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

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### 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):

- improve hand washing procedures to help prevent the spread of infection
- ensure that all records, such as those of accidents and incidents, are maintained in a confidential manner
- ensure wall heaters are made safe and inaccessible to children.

#### 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 opportunities and access to writing materials, so that all children begin to develop early writing skills

- develop activities further to help increase children's knowledge and understanding regarding the use of everyday technology, for example, through use of computers and programmable toys
- develop further the planning of activities so that all adults are able to use them effectively to help identify and plan for children's next stages of learning.

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](http://www.ofsted.gov.uk)