

# Pangbourne Valley Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	110733
<b>Inspection date</b>	11 October 2007
<b>Inspector</b>	Melissa Cox
<b>Setting Address</b>	Pangbourne Primary School, Kennedy Drive, Pangbourne, Reading, Berkshire, RG8 7LB
<b>Telephone number</b>	0118 9841661
<b>E-mail</b>	
<b>Registered person</b>	Pangbourne Valley Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Pangbourne Valley Playgroup opened in 1998. It is situated within the grounds of Pangbourne Primary School in a purpose built premises and is run by a parent committee.

The playgroup opens Monday to Friday from 09.00 to 11.30 and 12.45 to 15.15 Monday to Thursday. The playgroup offers a lunch club which runs from 11.30 to 12.45, Monday to Thursday. The group is open term time only. A maximum of 20 children may attend the playgroup at any time. There are currently 43 children on roll aged from two to under five years. Of these, 18 children receive funding for nursery education. The nursery is able to support children with learning difficulties and/or disabilities.

The pre-school employs six staff, all of whom, including the supervisor hold or are working towards appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's good health is effectively promoted in the setting as staff follow detailed health and hygiene procedures. For example, tables are wiped between activities, toys are cleaned regularly and toilets are checked throughout the day to ensure that they remain clean for children to use. Children are becoming aware of the importance of hand washing, as they wash their hands thoroughly with soap after using the toilet and before snack time and lunch.

Children are well cared for if they have an accident. Staff have undergone paediatric first aid training and have a good understanding of how to appropriately manage and record accidents. Staff have undergone paediatric first aid training and have a good understanding of how to appropriately manage and record accidents. A comprehensive sickness and exclusion policy is shared with parents and this ensures that children who have a contagious illness do not attend and therefore reduces the risk of cross-infection. Children learn about being healthy as they discuss germs and sneezing when playing the 'Tummy Ache' game.

Children are beginning to learn about the importance of eating healthily. The setting gives healthy options for snack such as fresh fruit and drinks of milk or water. Children have further opportunities to develop a good understanding of healthy eating as they compare healthy options in their lunchboxes during lunch club. Children's well-being is also supported because the setting seeks relevant information about their medical history, health, diet and any other care needs.

Children enjoy regular opportunities to be active and have physical exercise both indoors and outdoors, which effectively promotes the development of their physical skills. They enjoy a wide variety of equipment such as wheeled toys, tunnels, balls and items that promote climbing and balancing skills. Staff are creative in the use of physical equipment in order to safely challenge children. For example, they encourage children to take risks as they climb up the climbing frame, praising them when they reach the top.

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

The provision is good.

Children are cared for in a very welcoming environment, which helps them to feel secure and comfortable. Areas in the room are adorned with colourful decoration or photographs of children at work, that relate to an area of learning, supporting the children's learning as well as making the environment immediately inviting. The garden area is exciting and innovative. Children have free access to this area, which is a natural extension of their classroom environment. They enjoy the climbing frame and swings and have chances to experiment with music and sand play. Children select from a very good range of toys and equipment, which are safe and suitable. All resources comply with required safety standards and are maintained in a good condition so that children can play safely with them. Toys and resources are stored in clearly labelled boxes so that children can easily and safely make selections, effectively developing their decision making skills.

Security at the setting is very good and successfully supports children's safety. External doors remain locked throughout the setting, as does the outside gate. Detailed procedures are in place for the safety of children at times of dropping off and collecting. Risk assessments and

daily checks effectively reduce the risk of hazards to children. Staff are aware of the health and safety procedures and this ensures that good practice is maintained, resulting in children's safety being successfully promoted.

Children are beginning to keep themselves safe. They learn about safe practice, for example, when going for a walk and understand not to run in front of the swings when children are using them. They enjoy visits from the local fire station and when carrying out activities, learn about safe play. Children are effectively safeguarded because staff clearly understand their role in child protection and are able to put appropriate procedures into practice when necessary.

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

The provision is good.

Children are happy and settled. They are all keen to come into the setting and immediately begin to play. A wide range of planned and unplanned activities give good opportunities that effectively support their development. For example, staff help children to play the shopping game and enjoy taking turns and filling up their shopping trolley. They become excited about playing on the computer or bandaging staff in the role play area. Staff effectively use 'Birth to three matters' to guide their practice and plan for children's progress. They are skilled at extending and adapting an activity in order to further challenge and maximise children's potential. Children are very confident. They move assertively around the activities and make independent choices. They are developing good social skills and most children are polite and use their manners unprompted.

### **Nursery education**

The quality of teaching and learning is good. Staff have a good knowledge of how to effectively deliver the nursery education and therefore children progress well, with some progressing very well. They demonstrate a good knowledge of tracking the children's progress and are beginning to use the information to guide their planning to include the next steps in their individual learning, however, currently this does not clearly show how older children are suitably challenged. Staff use some useful and creative methods to support children's learning. Methods are tailored to the learning of the child. For example, a staff member joins in with a game to extend an activity or to encourage a child to take part. Staff ask many open questions in order to challenge children's thinking; spontaneous learning takes place as part of ongoing activities such as in the role play area where children have different 'reading' materials.

Time and resources are used very effectively. The organisation of the room stimulates children's learning. There is a good balance of planned and unplanned activities, which offer children many learning opportunities in an independent play environment. Staff are deployed very effectively in order to maximise children's potential.

Children are enthusiastic learners. They are confident and curious, asking many questions of staff and visitors; they also focus at appropriate times. They have a sense of their own needs and assertively approach staff if, for example, they are looking for something. Children enjoy speaking and listening. They use language in a variety of ways. For example, they use expressive sentences during role play and also recall favourite rhymes and special occasions. They are beginning to link sounds to letters; some more able children sound out short words.

Children enjoy books and understand how books work. They enjoy listening to stories and are keen to join in at appropriate moments. Their early writing skills are developing well. They have

free access to the mark-making table and benefit from incidental learning, for example, in role play; some more able children capably write their names. Children are enthusiastic about numbers and counting and many count to numbers exceeding 10. They enjoy a variety of games that support their counting and more able children understand how to put a line of numbers in the correct order. They have many opportunities to learn about more and less than during planned and unplanned activities.

Children show an interest in shape and frequently talk about shapes with staff. They compare size and weight during activities. For example, they compare the sizes of pine cones during an activity. Children explore and investigate. They talk about why leaves rustle in the autumn or why jelly feels cold and wobbly. They experiment with knots as they try and tie ropes around the trees when playing outside. Children have access to different types of technology such as a computer and other programmable toys. They have some opportunities to learn about the passage of time when they recall a special event such as a birthday.

Children enjoy exploring with colour, for example, through painting or using various coloured pens. They join in enthusiastically with songs and rhymes and have opportunities to learn about different sounds when they use the musical instruments. They play imaginatively and enjoy dressing up. They imitate adults when playing in the home corner and make up their own stories in the role play area. Children's physical skills are developing well. They move through the setting with ease. They understand how to negotiate around objects and have an awareness of space. They use and control equipment such as bikes and scooters, knowing how to stop and start.

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

The provision is good.

Children's needs are effectively met and they are fully included in the setting. The setting gathers very detailed information about the children at registration, which supports their care and learning. A settling-in period offers valuable time to children in which they begin to form a relationship with a key worker, helping them to feel secure within the setting. Children are helped to feel valued. They are treated very respectfully by staff who consult with them and speak to them in a manner that children respond positively to. Children's opinions are listened to and they are given time to speak and be heard, helping them to feel acknowledged. Children are effectively supported in understanding diversity. There is a wide variety of posters, books and toys that depict positive images of other people.

Children who have a learning difficulty and/or disabilities are appropriately cared for and are given good levels of support whilst at the setting. The setting has a comprehensive policy that guides staff practice in working with parents and other agencies to ensure that children are fully included. Additional support is provided for all children who need it, whether it is because of a specific need, being new to the setting or more generally for the younger children due to their age.

Children are beginning to learn to understand responsible behaviour. They are becoming aware of the expectations for behaviour and talk about the behaviour rules during circle time. Children know right from wrong and are sensitive to the needs of others. Staff have a good understanding of creating a positive atmosphere and take steps to deter any negative behaviour although on occasion this is not always consistent. Staff offer plenty of meaningful praise; children very proudly show off their stickers. This boosts their confidence and self-esteem. Children have their individual needs met by adults who work in close partnership with parents and carers. As

a result they receive consistent and appropriate care. Children's social, moral, spiritual and cultural development is fostered.

The partnership with parents and carers of children who receive nursery education is good. Parents are given comprehensive information about the nursery education as part of the welcome pack and through discussion with staff. Staff have regular verbal exchanges of information with parents regarding the children's abilities; assessments are available for parents to see at any time and written reports are regularly given at parents' evenings. Parents receive good information about how to support their child's learning at home.

### **Organisation**

The organisation is good.

Staff have relevant experience, qualifications and demonstrate a good understanding of the needs of all children to promote their well-being. All staff have good opportunities to extend their knowledge and skills as further training options are identified through appraisal and action is taken. This has a positive effect on children's care and learning. Suitable procedures are in place for recruiting staff and for checking their ongoing suitability. A detailed induction ensures that staff are fully aware of their role and responsibilities in relation to the care and welfare of children.

Space is organised very creatively to offer maximum opportunities for children to safely enjoy a wide variety of activities. Policies and procedures work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Overall, the provision meets the needs of the range of children for whom it provides.

Leadership and management of the nursery education are good. The manager has a positive aim for the setting and has high expectations of the whole staff team. Supported by chair of the committee, they work together effectively, with clearly defined roles and responsibilities. Self-evaluation is continuous and detailed action plans developed covering all aspects of the curriculum to ensure that improvement for children's learning is ongoing. The staff team work well together and have a good professional relationship, which enables them to motivate children and so they progress well. The manager provides a positive role model for staff. The delivery of the nursery education is effectively monitored and evaluated to ensure that any weaknesses are identified and addressed, which positively impacts on children's learning.

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

Following the last care inspection, the playgroup were asked to develop the role and responsibilities for the named child protection person, to ensure staff are aware of what to do in the case of an allegation of abuse made against them, and to ensure medication administered is recorded accurately. Child protection and medication policies have been amended and the playgroup ensures that parents sign any medication records.

Following the last nursery education inspection, the playgroup were asked to create opportunities for children to solve mathematical problems and to compare groups of numbers; ensure developmental records are maintained for all children attending to allow children's individual learning needs to be recognised when making future plans and to share these with parent's. The playgroup have good systems in place to ensure planning is effective and takes into account children's needs. Records are shared with parents regularly at parents' evening or are made

accessible if parents wish to see them. As a result the children benefit from a well organised group which provides extensively for their needs.

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

Since 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**

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):

- continue to develop suitable strategies to manage children behaviour and ensure consistency

#### **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 observations of all children's achievements to effectively plan the next steps in their learning and to ensure older children are suitably challenged.

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)