



## **Pattishall Pre-School Playgroup**

Inspection report for early years provision

<b>Unique Reference Number</b>	219958
<b>Inspection date</b>	20 September 2005
<b>Inspector</b>	Kristin Hatherly
<b>Setting Address</b>	School Road, Astcote, Towcester, Northamptonshire, NN12 8NN
<b>Telephone number</b>	01327 830171
<b>E-mail</b>	
<b>Registered person</b>	Pattishall Pre-School
<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 good.

### WHAT SORT OF SETTING IS IT?

Pattishall Pre-School Playgroup is a committee run group. It has been opened for over 20 years, and operates from two areas in the village hall. The playgroup is situated in the village of Pattishall in Northamptonshire and serves the local area.

The playgroup is registered for 24 children from 2 years to under 5 years and there are currently 11 children on roll. The playgroup is in receipt of government nursery funding for 8 three-year-olds. The playgroup supports children who have special

educational needs and those for whom English as a second language.

The playgroup is open each weekday from 09:15 to 12:15 during term-time and children attend for variety of sessions.

There are three members of staff working with the children, of these two have an early years qualification and one is working towards gaining a qualification. The setting receives support from an advisory teacher from the local authority and the Pre-School Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's health is promoted by staff who follow clear health and hygiene procedures. Children are developing an awareness of good hygiene practices and healthy living. They learn the importance of regular hand washing at appropriate times such as after messy play and before snacks. This sustains the level of hygiene and helps to prevent the spread of infection. Drinking water is always available and easily accessible. Children understand the importance of good nutrition through the provision of healthy snacks which also contributes to their good health.

Children enjoy physical exercise and learn about the importance of activity in a healthy lifestyle as they join in free-play and organised activities. For example, they ride on wheeled toys and climb on climbing frames both outside and inside the setting. Children move spontaneously with increasing control and co-ordination, developing an awareness of space around them and the close proximity of others.

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

The provision is satisfactory.

Children are cared for in a welcoming and attractive play environment where space is organised and used well to enable children to play safely and move freely between activities. Children cannot leave the premises unsupervised due to clear procedures for entering and leaving the premises. They are protected and their welfare promoted through risk assessments of equipment and premises and regular fire drills. Children have access to toys, resources and equipment which is appropriate to their age and development and is regularly checked, cleaned and replaced. They are further protected and their welfare promoted because staff have a satisfactory knowledge of the local Area Child Protection Committee procedures.

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

The provision is good.

Children are happy, settled and enjoy coming to the pre-school. They are confident

and self-assured to work and play independently or in groups. Children are interested and involved in a range of play opportunities both inside and outside, which promote their emotional, physical, social and intellectual development. They are forming positive relationships with other children and staff who help them to develop their confidence through sensitive interactions and regular encouragement. Children begin to understand their own needs, and with adult support, become aware of the needs of others. Children behave well, for example they willingly take turns and share resources. Their care is promoted well by good organisation.

#### Quality of teaching and learning

The quality of teaching and learning is good. The staff have a sound knowledge of the early learning goals. The learning programme and activities are planned to provide a broad and balanced range of activities across the six areas of learning. However, evaluations and assessments are not used effectively to plan next steps to build on what individual children know and can do. Staff question children in order to extend their thinking and to help them consolidate their learning. They are friendly and caring and form good relationships with the children which helps them to feel secure. They give regular encouragement and praise which develops children's confidence and self-esteem and as a result children are well behaved. Children speak confidently and have access to a range of books and listen with interest to stories. They are developing their number skills through singing and rhymes and through spontaneously counting in a variety of activities. Some children are also developing their mathematical understanding by solving simple problems. Children enjoy many walks in the locality and are taken on a variety of outings to different places of interest which develops their sense of belonging to a community. Children's independence is promoted as they are encouraged to independently select activities and resources. They work well together, sharing and helping each other. They are provided with a well resourced environment which further enhances their learning. Generally, staff are able to support children with special education needs and who speak English as an additional language.

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

The provision is satisfactory.

Children enjoy a variety of activities and resources which promote a positive view of the wider world. This increases their awareness of diversity and their understanding of others. Children learn about their local community through walks in the village. They are valued and respected as individuals. They are learning to share, take turns and consider others. Children receive regular reassurance, praise and encouragement which promotes their confidence and self esteem. This positive approach fosters children's spiritual, moral, social and cultural development well.

The partnership with parents and carers is satisfactory. Parents are given good initial information about the setting and the Foundation Stage. They are provided with information through notice boards, newsletters and daily exchanges of information although the amount of information provided to parents about children's daily activities, current achievements and future learning targets to help children progress

at home is limited. Generally, this contributes to children's good health, safety, development and learning.

## **Organisation**

The organisation is satisfactory.

The setting offers a warm and welcoming childcare experience where children are happy and settled. The premises are safe, secure and suitable for their purpose. Resources and equipment are organised to promote children's safety, welfare and development. Although staff have appropriate qualifications and have attended relevant training course, they have not fully developed their knowledge of the development needs of younger children for example, by using the 'Birth to three matters framework'. Most areas relating to records, policies and procedures are satisfactory.

The leadership and management of the setting is good. The two supervisors and new member of staff work together very well as a team. There is a very supportive parent committee. Clear recruitment and induction procedures are in place. There are regular staff meetings and all three members of staff share the planning and are committed to developing their knowledge through training. The pre-school works closely with Pre-School Learning Alliance and advisory teacher from local authority. Overall the needs of the children are met.

## **Improvements since the last inspection**

At last inspection, the pre-school was asked to ensure that Ofsted was informed of any relevant changes, to devise a procedure for lost or uncollected children and obtain written permission from parents before administering medication to children and keep a written record, signed by parents of medicines given to children. The pre-school now informs Ofsted appropriately and there is an appropriate procedure in place for lost or uncollected children. The pre-school ensures that parents are aware that they must give written permission for the administration of medication and a form has been devised to enable a written record to be kept. However, this is not always available at the pre-school.

## **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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.
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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 that the written record for the administration of medication is always available
- ensure the child protection statement includes the procedure in the event of allegations against a member of staff
- continue to develop knowledge and understanding of children under three for example, by using the 'Birth to three matters' framework
- ensure the operational plan is always available for inspection.

### **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 use of evaluations and observations to plan next steps to build on what individual children know and can do
- continue to develop the amount of information provided to parents about children's daily activities, current achievements and future learning targets.

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