



## Wanborough Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	109096
<b>Inspection date</b>	28 February 2006
<b>Inspector</b>	Nikki Whinton
<b>Setting Address</b>	St Andrews Village Hall, Lower Wanborough, High Street, Wanborough, Swindon, Wiltshire, SN4 0AD
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<b>Registered person</b>	Wanborough 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 good. 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?

Wanborough Playgroup opened in April 1975. It operates from the village hall and serves the local area. A maximum of 26 children may attend the setting at any one time. The group opens five days a week during school term times. Sessions are from 09:00 until 11:45. All children share access to a secure enclosed outdoor play area.

There are currently 38 children from 2 to under 5 years on roll. Of these, 34 children receive funding for nursery education. The setting currently supports children who

speak English as an additional language.

The group employs seven staff. Five members of staff, including the Playleader, hold appropriate early years qualifications. One member of staff is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children increase their understanding of healthy eating through the varied menu of nutritious snacks they enjoy whilst in the provision. Children are encouraged to try new foods and develop their awareness of food tastes. For example, children eat pancakes and are invited to try a range of appropriate toppings as part of Shrove Tuesday celebrations. Allergies and individual preferences are discussed with parents, recorded and accommodated prior to a child commencing in the setting. For example, a child with a dairy intolerance is offered tempting alternatives to yoghurts. Children freely help themselves to drinking water in quantities sufficient to meet their differing needs.

Children develop their understanding of good hygiene practices as part of the daily routine. They are learning the need to wash their hands, such as after toileting and before eating. They manage self-care skills with increasing confidence and benefit from staff's good role modelling. For example, children are learning to put their hands over their mouths when coughing to stop the spread of germs. Children's good health is supported by staff that have current first aid qualifications and a good understanding of the correct administrative procedures to be followed if accidents occur or children require medication.

Children lead a healthy lifestyle whilst in the provision. They move freely and confidently whilst demonstrating good spatial awareness. They develop their large muscle skills through activities, such as using a climbing frame, peddling wheeled vehicles and playing with a giant parachute. Children gain good small muscle control and coordination by the safe handling of a variety of tools and materials, including scissors, pencils and glue sticks.

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

The provision is good.

Children are able to play and relax within premises that are clean, suitably maintained, warm and welcoming to children and parents. They benefit from staff's awareness of safety issues and the need to take positive steps to promote safety and prevent accidents. For example, the premises are kept secure, radiator guards are in place and finger protectors prevent children pinching their fingers in toilet doors. All required permissions are in place, such as for outings, to ensure children are protected. Children are starting to share responsibility for their own safety through practical activities, such as tidying away resources to reduce trip hazards and taking

part in emergency evacuation drills. Children move around freely, safely and independently.

Children access a varied range of clean, well maintained and age-appropriate equipment. They benefit from staff's understanding of safety issues regarding the purchase and maintenance of resources. As a result, children are able to play with toys that are safe and suitable.

Children's welfare is supported by staff that have a clear understanding of child protection issues. There are effective procedures in place for making parents aware of the provider's responsibilities. Children's well-being is actively promoted.

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

The provision is good.

Most children are confident and settled. They enter the provision enthusiastically and start to independently explore the available resources and activities, such as programmable toys and role play equipment. They develop their social skills through opportunities, including sharing rolling pins whilst experimenting with play dough and taking turns to select snack time toppings. Children know each other well and benefit from staff having a good understanding of their home circumstances. They behave well and have formed positive relationships with their peers and the established staffing team. They develop independence and self-care skills through meaningful activities, including changing for Physical Education sessions and taking turns to be the daily monitor.

Younger children receive appropriate support to help them settle and achieve a sense of belonging. Activities are not planned separately for the youngest children who have not reached the Foundation Stage. They observe and learn from their older peers and begin to join in once they feel confident. For example, they enjoy listening to stories with their friends, both spontaneously and during planned whole group activities.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff plan and provide a suitable variety of practical activities to support children's progress towards the early learning goals. They manage children's behaviour successfully, know them well and act as positive role models. Staff undertake written observations and assessments of children using the Swindon Assessment Programme. However, information obtained from assessment is not used in planning for individual children's future learning. As a result, children's potential is not fully maximised.

Most children have a good range of vocabulary, which they use with increasing confidence when talking to staff and peers. However, there are limited opportunities for every child to develop their speaking skills within a familiar group. Children are learning to recognise their name in print, enjoy sharing books spontaneously and listen attentively to whole group stories. They have practical chances to practise and develop their early writing skills, such as when using pads and pencils in the role play

area. Children are learning to use number, for example when counting peers present or the number of balls placed on a parachute. They have varied opportunities, including when playing with magnetic shapes, completing puzzles and exploring play dough, to increase their awareness of shape, space and measure. However, children have few chances to solve simple mathematical problems as part of the daily routine.

Children use their imagination well whilst engaged in sustained role play activities. They thoroughly enjoy investigating a good range of programmable toys, and become absorbed when designing and building with construction materials. Children increase their understanding of nature and their environment through opportunities, including visiting the local primary school, experimenting with bark rubbings and growing cress. Through practical activities, such as sampling spring rolls or acting out the story of Rama and Sita, children develop their awareness of a range of cultures and beliefs. However, some art and craft sessions tend to be adult-directed, resulting in children having limited chances to initiate or develop their own creative ideas.

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

The provision is satisfactory.

Children are valued as individuals. They access a varied range of resources, including books and puzzles, to help them increase their awareness of diversity. The care offered to children with English as an additional language is suitable to support their development within the group.

Children behave well, as appropriate for their stage and age of development. Children are learning how to relate well to each other whilst developing their awareness of right and wrong.

Children's spiritual, moral, social and cultural development is fostered. Children demonstrate good self-care skills, and are developing their confidence and independence within a safe and secure environment. Many children spontaneously share news about their home lives and listen carefully to others. Children increase their awareness of other cultures through practical activities, including food tasting, role play and craft. Children take part in local outings, such as trips to Lydiard Park and the Cotswold Farm Park, to develop their awareness of their local area. In addition, they welcome meaningful visitors, including the local reception class teacher, fire brigade and the police, to increase their understanding of the wider world.

The partnership with parents and carers is satisfactory. Children benefit from the warm welcome parents receive. There are informal daily opportunities to discuss any care issues. Parents are kept updated with information through notice boards and regular newsletters. However, they are not made aware of the group's policies or procedures. Parents are invited to become involved in their child's learning, such as by volunteering for parent rota duties or bringing in articles from home linked to the theme. However, parents are not always provided with information about the early learning goals and have limited chances to review or discuss children's educational assessments with staff. They are not encouraged to share with staff what they know about their child's academic achievements to aid assessment.

## **Organisation**

The organisation is satisfactory.

Children's welfare and learning is supported by staff who are suitable, experienced and appropriately qualified to care for young children. Personal information is securely stored and easily accessible to staff, such as in an emergency. However, the attendance of visitors is not consistently recorded, the complaints procedure does not include information about the regulator and there is no procedure in the event of a child protection allegation being made against an adult.

The leadership and management is satisfactory. The setting manager and her deputy are suitably qualified and very experienced early years practitioners. There are regularly planned opportunities for staff to liaise with the well motivated committee. Staff are working together as a team, meeting regularly to discuss planning. However, the time management of the educational provision is not always effective. Children are required to sit for extended periods, such as during registration, group hand washing or snack time. During these activities there are few chances for children to learn or develop new skills. In addition, staff are not always effectively deployed by the leadership to support children's academic progress. The group is aware of its strengths and some of its areas for development. There is a genuine commitment by staff and the committee for improvement. The playgroup is starting to put strategies in place to further develop the quality of care and education offered to children. There is a good partnership between the provision and the local primary school, fostered through activities, such as 'Riser Sessions' for older children in the group. This helps to support children in their transition into the reception class.

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

## **Improvements since the last inspection**

As a result of the last care and education inspections, the group was given key issues, non-regulatory actions and recommendations to help improve the quality of the provision. Within the care inspection, the group was asked to devise a lost child procedure, display the fire evacuation procedure, and ensure staff and parents are made aware of the group's child protection policy. The education inspection report requested the setting to improve planning to ensure all aspects of the early learning goals are covered. In particular, the group was asked to develop children's awareness of print, their mathematical understanding and to increase opportunities for children to use their imagination in art, design, music and dance.

The group now displays its fire evacuation procedure, has devised a lost children's procedure and makes parents and staff aware of the setting's child protection policy. Planning now includes all aspects of the early learning goals. Children have planned opportunities to develop their awareness of print and to explore music and dance. However, they have limited chances to solve simple mathematical problems as part of the daily routine, or to initiate or extend their own imaginative ideas through art and craft.

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection. 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 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):

- ensure the complaints procedure includes information about the regulator and the attendance of visitors is always recorded. Make sure the child protection policy includes the procedure to be followed if an allegation is made against an adult
- ensure parents are made aware of the group's policies and procedures and their access to them

### **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):

- provide parents with information about the early learning goals. Develop opportunities for parents to be kept advised of their child's academic progress. Encourage parents to share with staff what they know about their child, to aid assessment
- improve the organisation of the educational provision, particularly during group hand washing, snack and registration times, to ensure learning opportunities are maximised. Make sure staff are consistently well deployed to support children's academic progress
- develop the educational programme, to ensure assessment information is used in the planning of activities to promote individual children's future progress. Increase opportunities for children to speak in a familiar group and

to solve simple mathematical problems. Ensure children have regular chances to initiate and develop their own imaginative ideas through art and craft.

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