

Barbados Playgroup

Inspection report for early years provision

Unique Reference Number	EY342578
Inspection date	02 March 2007
Inspector	Coral Hales
Setting Address	Pinewood Village Hall, Rydal Close, BORDON, Hampshire, GU35 0LS
Telephone number	07940 349133
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Registered person	Barbados Playgroup Ltd
Type of inspection	Integrated
Type of care	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.

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?

Barbados Playgroup opened in 2006 under new management. It operates from the village hall in Bordon, Hampshire. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open each weekday morning from 09:15 until 12:00 in term-time only. All children share access to a secure enclosed outdoor play area.

There are currently 19 children aged from two-years-six-months to under five years on roll. Of these, 12 children receive funding for early education. Children attend from the local town and surrounding villages. The playgroup currently supports children with learning difficulties and/or disabilities.

The playgroup employs three members of staff. All hold appropriate early years qualifications the manager is trained to level six and the other two staff to level three, one of whom is working towards level four. The playgroup has been awarded the Investors in People accreditation.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean and well-maintained environment, which staff maintain at a suitable temperature. Children's health is promoted effectively by staff who demonstrate a good knowledge and understanding of the procedures for developing children suitable health and hygiene routines. Children are well supported by the staff and are able to be independent in their personal care. Good quality washing facilities are available and children wash their hands as necessary after messy play and before meals. Tissues are available for use and children are encouraged to use them as necessary. All staff hold current first aid certificates and the first aid box is easily accessible. This means that appropriate care can be given to children if there is an accident. Staff ensure they accurately record accidents and incidents and obtain parental signatures, supporting children's welfare.

Children are offered healthy snacks and drinks during the session and parent's wishes are followed and children's preferences are observed. Water is available to them at all times during the session. During the inspection they sat together to eat snacks of fresh fruit, dried fruit, cheese and biscuits. They learn about healthy eating because staff discuss this regularly and provide activities to promote children's knowledge. For example, they have fruit tasting sessions and create displays about favourite foods.

Children benefit from having regular opportunities to enjoy physical play and activities, both indoors and outdoors. They increase their balancing and climbing skills on the large apparatus in the garden and when using the climbing frame indoors. They enjoy playing in the fresh air and staff help them to develop and increase their ball skills by kicking and catching balls together as a group. Children broaden their experiences and knowledge as they go out for walks around the local area.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are secure and there are effective procedures in place to prevent unwanted visitors gaining access, for example, the main door is kept locked and visitors are monitored and identified by staff. Children's safety both indoors and outdoors is given high priority, for example, the radiators are protected by covers and suitable supervision ensures children are kept safe whilst having the freedom to explore their surroundings. Children learn to keep themselves safe because staff are observant and gently remind the children if necessary, for example, not to run indoors and to be careful of others around them.

Children use a wide range of good quality toys and resources appropriate to their age and stage of development. Staff regularly check all equipment to ensure children's safety is maintained whilst they are playing. All equipment set out is accessible to children to allow them to initiate and develop their play and ideas in a safe environment.

Children are well protected by staff who demonstrate a good understanding of child protection issues. All staff have attended child protection training and are knowledgeable about the procedures to follow if they have any concerns. Children's welfare is further promoted and safeguarded because a clear and thorough child protection policy, that refers to the Local Safeguarding Children Board guidance is in place. This is shared with the parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy themselves at the playgroup. Key staff have a good knowledge of the 'Birth to three matters' framework which contributes to the younger children's enjoyment and achievement. Staff plan activities in line with this framework for those children under three years and have gained a secure knowledge about what these children can achieve. Staff complete effective observations again following the framework and this information is shared with parents. The key worker system which is in place ensures that one member of staff takes a special interest in the development, welfare and progress of each child in their group.

Nursery Education

The quality of teaching and learning is good. Staff are motivated and work very well with the children who are interested and eager to learn. Children achieve well because staff are knowledgeable and experienced and provide an inviting and stimulating environment for the children who are progressing well towards the early learning goals. Staff have a good knowledge of the Foundation Stage curriculum and use this well to plan activities to develop children's knowledge. Activities are evaluated to ensure learning outcomes are achieved. Staff use a good range of teaching methods for example, they are skilled at questioning the children to encourage them to think for themselves. All children, including those with special educational needs are effectively supported to take part in all activities.

Children make choices and become self-sufficient within their learning by choosing activities. They are polite and well-mannered and their social skills are developing well. Some routines for example, snack time are not always used effectively to promote children's independence skills. Children take turns, share and learn to work as a group. They interact well with each other and are confident speakers. They use a good vocabulary to express and negotiate imaginative ideas within the role-play for example, as they act out being nurses and doctors. They recognise their names and self register at the beginning of the session. Early writing skills are promoted and children make marks, including letters of their names using pens on white boards, chalks and paint brushes and pencils when attempting to write their names. Children enjoy listening to stories and enthusiastically join in with the 'Hungry Bear' story. They are totally absorbed as staff make very good use of the story sacks containing a good range of prompts to stimulate children's interest and imagination. Children are successfully making sense of simple numbers in their play and can count to five and beyond. They use bears to compare, match and sort and begin to understand time when the timer is set to highlight tidying up time. Children sometimes take part in practical mathematical activities, however daily routines are not always used effectively to further develop children's knowledge of the concept of more or less than. Children look at a variety of insects with magnifying glasses and investigate a worm in the garden. They observe the tree surgeon as he makes the tree in the garden safe. They use simple working technology with confidence for example, a variety of different phones, role-play equipment and are becoming skilled when using the computer to complete matching games. They go out for walks or into the garden to observe the changing seasons or to collect objects to talk about. They begin to make sense of the world around them and the people in it and planned festivals and themes introduce them to the wider world.

Children use their increasing imagination well as they sing, use musical instruments and follow actions to music. They express their ideas creatively through art and craft activities using a variety of textures and materials. For example, they paint and create icicles using white paint and glitter and create displays for the wall. They enjoy making camps in large boxes in the

garden and creating hats for the Easter parade. They stimulate all their senses for example, as they taste foods, look at books, listen to sounds, and play in shaving foam, oats, wood shavings and rice. Children have a positive attitude towards physical exercise and are always keen to take part and enjoy using the garden on a regular basis. They use a good range of construction building kits and small world toys to develop and improve their fine motor skills.

Helping children make a positive contribution

The provision is good.

Children have formed good relationships with each other and with the staff and show good levels of confidence and self-esteem. Staff respect the children as individuals and value their differences. They display children's work around the setting and this allows the children to be proud of their achievements. Children's spiritual, moral, social and cultural development is fostered. They begin to understand about the local community and their place within it. Regular activities and themes allow children to develop a knowledge of the wider world and a good selection of books and resources promote positive images of diversity. Children with learning disabilities are very well supported by staff who work in close partnership with parents and outside agencies, as appropriate, to ensure their needs are met. Children and staff are learning how to 'sign' and are building up a range of vocabulary which they enjoy using. Informative and helpful paperwork and relevant policies are shared with parents.

All children within the playgroup behave well as they purposefully occupy themselves and they receive good levels of support. They help to take some responsibility for the environment as they help to tidy away when asked by staff. Children play well together and chat happily to each other as they work alongside each other at the various activities.

The partnership with parents and carers is good. This contributes to the children's well-being in the playgroup. Staff take time to get to know the children and their parents and information about the child's needs and interests are discussed and noted. Parents are kept well informed about how their children are progressing and developing. Assessment records are maintained and these are available at all times. Regular newsletters go out and these inform the parents about topics, themes and general information about the group. The prospectus is comprehensive and gives the parents information about the Foundation Stage and the 'Birth to three Matters' framework for the younger children. Parents are informed through the playgroup's complaints procedure how they can express any concerns, and a written complaints log is maintained in line with current guidance. Parents speak very positively about the playgroup, the staff and the good progress that their children have made.

Organisation

The organisation is good.

The playgroup offers a warm and welcoming environment where children are happy and settled and they enjoy their time in the playgroup. Children are effectively supervised at all times and ratios are well met. They are allowed the time and space to initiate and develop their own learning. Children's welfare is further enhanced by the effective organisation of space, resources and staff. All documentation is in place and this is regularly reviewed to ensure requirements are met. There is a very detailed and informative operation plan in place to ensure the smooth running of the group who have been awarded the Investors in People accreditation.

Leadership and management is good. All staff are well qualified and experienced and have clear aims to maintain the quality of care and education for the children in their care. They have a

very secure knowledge of the National Standards which they apply throughout the playgroup. Staff meet together regularly to discuss practice, children's progress and planning. This enables them to provide a varied and interesting range of suitable activities to meet the children's needs. They attend regular training courses and workshops to further develop their knowledge and skills to allow them to support and care for children appropriately. Very good organisation of all records and documents ensures children's welfare. The very experienced, caring and knowledgeable staff work together well and clear channels of communication are in place. They monitor, reflect and make improvements if necessary. Staffs' ongoing suitability is monitored effectively and annual appraisals identify training needs. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

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.

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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):

- make improvements as indicated in the education section below

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):

- enable children to further develop their independence skills and practical mathematical development with regard to snack time routines. (This also applies to the care section).

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