



Topcliffe Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	400037
Inspection date	29 March 2006
Inspector	Christine Tipple

Setting Address	The Portacabin, Topcliffe Primary School, School Lane, Topcliffe, North Yorkshire, YO7 3RG
Telephone number	01845 578959
E-mail	topcliffeplaygroup@y-o-r-k-s.com
Registered person	Topcliffe Pre-School Playgroup
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?

Topcliffe Pre-school Playgroup is managed by a committee, it has been registered since 1992. The playgroup operates from a portacabin in the grounds of Topcliffe Primary School in the village of Topcliffe, North Yorkshire. There is access to an enclosed outside play area. The playgroup serves the local community and surrounding areas.

The playgroup is registered to provide care for a maximum of 24 children aged from 2

years to under 5 years old. There are currently 38 children on roll. This includes 22 children receiving nursery education funding. The playgroup opens five days a week school term time only. Sessions are from 9.00 to 11.30 and an additional riser session is provided from 11.30 to 13.00 on certain days.

There are five staff working with the children of which four hold suitable childcare qualifications. The group receives regular support from the local authority and are a member of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and warm environment. They enjoy a range of activities that contribute to their health and hygiene practices effectively. These minimise the risk of cross infection occurring. Children are developing their independence in managing their personal care, such as wiping their noses when needed. Appropriate provision is in place for nappy changing. Gentle reminders are sometimes needed when the children have been outside gardening to prompt them to wash hands. Overall the children are confident in the routines and why they follow them during the session.

Snack time offers the children a variety of foods that promote healthy eating. They have fruit and raisins and sandwiches that they make. Drinks are offered throughout the session. Through the planned topics the children learn about different foods and have opportunities to taste these. They also talk about 'our bodies' what makes us healthy', staff discuss this with the children at snack time and they are able to give examples, such as milk makes your bones grow. Children's dietary needs are recorded and all staff are made aware.

Children are able to have a variety of active physical play both inside and out. The children have access to the school hall where they have group games and music and movement. The outside area has various areas that offer the children opportunities to climb and balance as well as lift and carry equipment as part of their role play. Children use wheeled and sit on toys confidently as well as scooters and a trampoline. The staff enable the children to access outside as much as possible to extend the full range of activities whenever possible. There are a good variety of smaller tools that the children use to develop their skills to cut, manipulate, thread and use a selection of construction materials that require tools to screw and fix them together.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are cared for in a child centred environment, which provides well planned areas for them. There are appropriate support facilities and good access for the children to the range of resources and activities offered, including outside

provision. Children move around freely and are able to make choices in their play. The wide range of toys and equipment are of good quality and are maintained or replaced to ensure their suitability and safety. There are detailed risk assessments established, which are reviewed on a yearly basis or as required. Details about the outings with the children are shared with parents and consent is sought from them.

Children have opportunities to learn about being safe. For example, the road safety officer visits and this is then used with the children when they go on walks in the area, to look for safe crossing places. Children use safety hats when outside using the bikes and sit on rides, the children are confident in their use and why they are needed 'to stop you banging your head'. There are visits from the police and fire services to raise the children's awareness of what happens in an emergency situation. Children are able to take some risks in their play whilst learning about the dangers and how to keep safe, such as using hammers and nails and other tools and resources.

Children are protected by staff who have a good understanding of child protection issues and have attended recent training. There is relevant information, policies and procedures in place to ensure the safety and welfare of the children who attend .

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy to come into playgroup, which provides a fun and caring environment where they settle well and are motivated to play and learn. Positive relationships are established with the staff and the children, which enables them to achieve and develop. The younger children have appropriate access to a wide range of resources and activities that link to the Birth to three matters framework. This includes creative play with a variety of materials and role play opportunities that encourage their use of their imagination and to link these to their own experiences. Children's progress and support is managed effectively to link with the skills and competencies in the framework, these are recorded with photographs and written details in the child's record book.

Nursery Education.

The teaching and learning provided is good. Staffs knowledge and implementation of the early learning goals and stepping stones is secure. The staff understand the children's needs and manage the key worker system effectively. They plan and provide for the children a good selection of experiences and learning opportunities through the varied and interesting activities that are offered. These promote realistic challenges for the children, which enable them to make good progress. The children are motivated and interested in their surroundings. Staff use appropriate methods with the children to support their learning, such as small groups, one to one contact. They are continually developing their independence and making decisions in what they do, such as when they want to go outside and when to have their snack. Both the 3 and 4 year olds concentrate well and are able to extend their ideas through access to the appropriate facilities and the very good range of resources in place.

Children interact well with each other and staff. They use language to express themselves and communicate their ideas through what they want to play with and in explaining what they are doing. The children have good opportunities to mark make in all areas, such as the use of clip boards and pencils. There are very good displays around the playgroup that use words and letters, the children use their printed names for self registration. Older children are starting to write their names on their work. Children enjoy story time and joining in and predicting what happens next. The children are involved in their garden and in watching the seasons, for example, they plant spring flowers and strawberries, make a snowman and collect the autumn leaves. The children have a butterfly house that enables them to monitor the chrysalis through it's various stages to become a butterfly. The children visit their community and have visitors to the playgroup such as the zoo lab. Children are confident in using the computer and the mouse, the range of programmes support the children's language, literacy and mathematical skills. Children use numbers in their every day play and are confident in counting to ten, this is extended through songs, displays and games. They use mathematical language in measuring, weight, size, and talk about more or less. This is supported through the sand and water play, baking and in self monitoring how many children in the role play area. Children have a creative area that is well resourced for the children to develop and create their own ideas and designs. To assemble materials with clips, glue, string and sellotape. There is free painting and use of props develop their skills, such as a vase of tulips for the children to paint, there are good examples of the children's handiwork. The displays of the children's work on space and aliens and the 3D design of a Chinese dragon is excellent. The children have daily opportunities to go outside and practise their physical skills as well as inside with smaller equipment.

The children's records are completed by their key worker who know their children very well. These are full of good sound evidence of what the children can do and where they need to move onto through the stepping stones. Staff are confident in their approach to ensure future planning reflects the children's individual needs and enables them to progress effectively. The link with the reception class and the school is good, and staff to continue to develop their contact and sharing of information to ensure the smooth transition for the children who will transfer.

Helping children make a positive contribution

The provision is good.

Children and parents are made welcome at playgroup. Children's individual needs are recognised and valued and staff ensure positive links are formed with home and the playgroup. There is a suitable range of resources and displays that promote diversity and the wider world. Staff are inclusive in their approach to adapt the provision to enable all children to participate in all areas of the playgroup. Children visit their local community and welcome visitors to attend their sessions. Children's spiritual, moral, social and cultural development is fostered appropriately.

Behaviour of the children is managed very well by the staff, who provide good role models for the children by having a positive regard to being friendly, to care and be

courteous. There are age appropriate boundaries in place and children are learning to take responsibility for their actions, to tidy up and help each other. Staff use positive praise and encouragement, which enables the children to develop their confidence and skills. The children are gently reminded to use manners, to share and take turns. Staff are consistent in their approach and offer the children a caring and nurturing environment where they can settle and be happy.

Partnership with parents is good. They are provided with a range of detailed information in the form of the welcome pack and the playgroup's policies and procedures. They also have daily access to their child's record book, which the key worker completes on what their child has done. The information recorded links with Birth to three matters and the Foundation Stage. This is well supported with photo's and parents are requested to also make comments, which is well received by parents as evidenced in what they write. The key worker system offers both parents and children a consistency in the information shared and in building effective relationships with the children. There is a good display of information for parents on the foundation stage curriculum, however, this is not extended sufficiently for Birth to three matters. There is a newsletter issued and parents can attend playgroup to help or offer their skills. They can also be on the management committee and take a more direct role in the running of playgroup. The children benefit from the positive relationships established with staff and parents that ensure their children's needs are supported and met appropriately

Organisation

The organisation is good.

Children's care, play and learning is managed in an efficient way to ensure children, parents and staff are fully informed on how the playgroup operates. The organisation of space, selection and choices of resources and equipment provided enables staff to maximise the opportunities offered to the children. There is a detailed operational plan that covers all areas of practice and includes suitable policies and procedures. However, the recruitment and selection procedures for new staff are not yet sufficiently detailed in relation to job descriptions and the interview process. Documentation is reviewed and maintained appropriately and stored to ensure confidentiality.

Leadership and management is good.

The committee and staff work well as a team to promote the playgroup. They share a common approach to the development of the quality of care and learning for the children. Children benefit from a committed and appropriately qualified staff. Staff attend training on a regular basis and have appraisals to ensure their self development is monitored effectively. The staff and committee have regular meetings on a half term basis, which ensure the sharing of the planning and any other information. There is an evaluation and monitoring of the care and learning provided for the children, this is currently being reviewed to extend to a more formal action plan for the following year. Overall the provider meets the needs of the children who attend.

Improvements since the last inspection

The last care report recommended that the pre-school extend their child protection policy to ensure it included a procedure in the event of an allegation being made against a staff member. Lastly, to request parental consent in relation to seeking emergency medical advice or treatment and ensuring parents sign the medication log.

The pre-school have a procedure in place that is clear about how it will proceed if allegations are made against a staff member. To ensure the ongoing safety and well-being of the children they care for. The consent from parents for emergency medical advice and treatment is still being implemented. Parents sign the medication record appropriately.

Complaints since the last inspection

There have been no complaints made to Ofsted since 1st April 2004. 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):

- extend the information for the recruitment of staff to provide clear details in relation to applications for posts and the interview process.
- develop the information for parents relating to the outcomes for children under 3 years old and the links with Birth to three matters

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 the links with the reception class and the school, to ensure the smooth transition for those children who transfer across.

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