



## **Bishop Monkton Pre-School**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY292951
<b>Inspection date</b>	17 May 2006
<b>Inspector</b>	Cynthia Walker

<b>Setting Address</b>	Bishop Monkton C of E Primary School, St. Johns Road, Bishop Monkton, Harrogate, North Yorkshire, HG3 3QW
<b>Telephone number</b>	07714 555369
<b>E-mail</b>	
<b>Registered person</b>	Bishop Monkton Pre-School Committee
<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 inadequate - notice of action to improve. The registered person does not meet 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?

Bishop Monkton Pre-School was established in 1996 and registered to provide day care in this setting in 2004. It is situated in the grounds of Bishop Monkton Church of England School. The group is open five mornings a week from 09.00 until 12.00.

The group offers sessional care for children aged two to five years. Currently 17 children attend the group throughout the week. They are drawn from the local area



and wider community and children attend for a variety of sessions. There are 14 children who receive funding for nursery education. The group supports children with special needs.

The group is based in a portakabin within the school grounds and have the use of a large playroom and supporting kitchen, toilets and storage. There is access to a secure outdoor play area to the front and back of the property.

There are four staff work in the group and three staff have appropriate early years qualifications. The group receives the support of the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are well nourished and enjoy a good range of nutritious snacks, which include fruit and vegetables, and are able to access fresh drinking water independently throughout the session. Discussions around how milk helps bones and teeth to be strong help children begin to understand the importance of certain foods.

Children are developing a good understanding of personal hygiene and are becoming increasingly independent around their personal care. They explain that they need to wash the germs off of their hands before they eat their snack. Younger children are developing their emotional well-being through stable and effective relationships.

Daily access to the outdoors is supported by the use of the large playing field and school hall, enabling children to develop their physical skills. Children move with control and coordination as they confidently climb the steps of the climbing frame and balance on logs. They negotiate the use of space as they enthusiastically run and chase balloons; then experiment in moving different ways as they jump confidently down the hill. Children use increasing control as they throw and catch bean bags or skilfully catch the balloons.

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

The provision is satisfactory.

Children are cared for in a warm, secure environment where risks are identified and minimised. Clear explanations on the need to use hats and cream in the sun help children to understand some aspects of keeping safe. Interesting displays ensure that all areas are welcoming to the children.

The room is creatively arranged to allow children to move spontaneously and independently around all areas of play and learning. Children are accessing a wide range of resources, which are appropriate to their age and stage of development. Resources are well arranged to allow children to make individual decisions about toys and equipment that they are going to use.



Children's welfare is suitably promoted by the staff's sound understanding of child protection procedures, which are in line with the local Safeguarding Children Board.

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

The provision is good.

Children enjoy their time in the group and arrive happy and eager to participate. Younger children are making good progress because staff are effectively developing their understanding of the needs of children under three-years-old. Detailed assessments are in place and are linked to the Birth to three matters framework, however, planning only includes the overarching statement and lacks detail of how the activities are to be adapted to individual children's needs. Younger children concentrate well as they organise the small world figures and vehicles, exploring sounds to represent the individual items. This is skilfully extended as children are encouraged to make marks on paper to represent a roundabout on a simple road map. They enjoy looking at books and using language to identify illustrations and attempt simple counting of the wheels on the cars.

Nursery Education.

The quality of teaching and learning is good. Children make good progress because staff have a secure understanding of the Early Learning Goals. They plan a good range of interesting activities, which supports all areas of learning and clearly identifies individual children's next steps for learning. Insight into children's starting points are informally identified from previous assessments and the 'I am Special' booklet. Assessment records do not reflect the information established about the children's next steps for learning. Staff use skilful questioning and constructive support to motivate and extend children's learning. Teaching methods encourage children to use their initiative and take responsibility for their own learning.

All children have a very positive attitude to learning and are interested in the range of activities provided. They are confident communicators and use language to explain how they are going to make a kite and to negotiate which colour of paints they need to complete their picture. The introduction of 'the magic stone' allows children to confidently share and relive past experiences at circle time. Children persist for long periods and maintain good concentration at activities, such as mark-making and creativity. Good use of phonics enables children to recognise individual letters and enthusiastic involvement in stories allows children to experiment with words, such as barracuda and illustrator.

Children reinforce their counting skills within daily routines and activities as they count the number of children present or counting footsteps to measure a piece of paper. Good use of the outdoor areas encourages children to explore the natural world, investigating which creatures are under a tree trunk and children explain that they had planted beans and basil which are growing big because of the rain. Children establish the direction that the wind is blowing with the introduction of balloons, which they throw into the air and excitedly chase.

Children use their imagination to create a variety of interesting and individual



pictures. They examine the textures as they add varying amounts of sand to the paint and experiment with colour as they mix a variety of colours; for example, as they add white to black. Children confidently use different tools, especially their hands, to express their ideas and feelings and work on the table or in large scale on the floor. Skilful use of scissors to support creativity and the use of knives to cut their fruit increases the children's hand-eye coordination.

Children have developed constructive relationships and have an appropriate understanding of right and wrong. They demonstrate sensitivity to the younger children and make pretend presents for each other during play.

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

The provision is good.

Children's behaviour is good. They respond to the clear and consistent explanations from staff and have a sound understanding of the behaviour codes within the group particularly at group activities, such as circle and snack time. Children play harmoniously together sharing resources at creative activities and taking turns at activities, such as throwing balloons. Younger children are developing self-assurance from close and effective relationships with staff.

Children are developing a positive attitude to others through the provision of a good range of resources and planned activities. They have opportunities to learn about their own community through planned outings including visits to the local church and regular access to the school. There are effective systems in place to support children with special needs. Staff actively work with parents to meet all children's individual needs. The provision fosters children's spiritual, moral, social and cultural development appropriately.

Partnership with parents is good. Parents are actively welcomed into the group and receive effective information through an initial welcome pack, notice-boards and a newsletter. There are opportunities for parents to be involved in their children's learning through their active involvement in the duty rota and being members of the management committee. Regular discussions at a weekly lunch enables parents access to their children's assessment records, share information on their children and obtain ideas on how to extend their learning. Parents receive clear details of the terms activities and learning within the newsletters. The provider takes positive steps to ensure that parents are kept informed about all the relevant policies and procedures.

### **Organisation**

The organisation is inadequate.

The provider has not informed Ofsted of changes to the nominated contact and committee members. Although there are recruitment procedures in place these do not reflect the new legislation and do not include a rigorous vetting procedure, resulting in suitability checks for one member of staff not being complete. Therefore,



overall, the provision does not meet the needs of the children who attend.

The required policies and procedures are in place and are reflected in daily practice. Space within the group is well organised and creatively set out to enhance play opportunities for children. There is a complaints procedure, however, a system has not yet been devised to share the record of complaints with parents and inform them of the outcome within the required limit.

Leadership and management is good. The leader has a clear vision for the education of children, with a strong emphasis on their achievements. She acts as a good role model and encourages staff to attend appropriate training courses. Weekly staff meetings are used effectively to maintain consistency in improving outcomes for children. Planning is evaluated, however, there are no systems in place to evaluate the overall provision. The nursery liaise closely with advisors from the local authority to improve the quality of education for the children they are providing for.

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

At registration the group was given an action in relation to the understanding of the National Standards.

The group is supporting the children's welfare, care and learning of children, with the inclusion and implementation of appropriate policies and procedures. However, the group still lack knowledge and understanding in relation to Standard One: Suitability, and actions will be raised at this inspection.

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

There have been no complaints since registration.

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 inadequate - notice of action to improve. The registered person does not meet 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, the registered person **must** take the following actions:

- inform Ofsted of any significant changes
- ensure that there are effective procedures in place for checking that staff are suitable to work with children.

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

### **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):

- review the assessment procedures to ensure that information on children's starting points and next steps for learning are clearly recorded
- implement a system to evaluate the overall provision.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)