



Dunnington Children

Inspection report for early years provision

Unique Reference Number	EY281807
Inspection date	03 October 2006
Inspector	Diane Lynn Turner
Setting Address	Dunnington C of E Primary School, Church Lane, Dunnington, York, North Yorkshire, YO19 5QG
Telephone number	01904 489053
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Registered person	Dunnington Children
Type of inspection	Integrated
Type of care	Full day 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 satisfactory. 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?

Dunnington Children is an established group, which has been registered at the present setting since March 2004. It is run by a committee and is located on the site of the primary school in Dunnington, a village situated on the outskirts of York. The group has use of a main playroom with office, toilet, laundry and kitchen facilities. They have access to the two school reception classrooms, which are used to provide additional activities for the out of school provision and the two sessions that are run specifically for the four-year-olds. There is an enclosed area at the rear of the premises for outdoor play.

The group provides wrap around care including before and after school sessions, pre-school sessions and holiday care. Opening times are between 08.00 and 18.00 Monday to Friday throughout the year, except for one week at Christmas. A maximum of 40 children under eight-years-old may attend the before, after school and holiday provision and a maximum of

31 children aged under five years-old may attend the pre-school provision. Children up to the age of 11 years-old may also attend the before, after school and holiday provision. There are currently 171 children on roll, of these 56 are in receipt of nursery education funding. Children may attend for full or part time sessions and the group is currently supporting children with learning difficulties.

There are 24 members of staff employed by the group. Nine of these hold a level three qualification in childcare, one has level two and one is working towards level three. The group is a member of the Pre-School Learning Alliance (PLA) and the organisation 4Children.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are kept healthy because they are cared for in an environment where staff follow effective procedures in their daily routines. For example, they routinely record the checks they carry out on the toilet area throughout the day and display notices to inform parents of any infectious diseases that may be prevalent, including the exclusion times for these. There is a clear policy detailing the procedure to be followed in the event of a child needing hospital treatment and a well stocked first aid box is in place. Staff are effective in helping the children learn about the importance of following good routines in their personal care. They talk to the children about the importance of washing their hands and notices are displayed in toilet area to remind them of this and other good practices, such as flushing the toilet after use. As a result the children independently wash their hands before eating and taking part in activities, such as baking, and after toileting. The older ones understand the importance of this as they clearly explain that washing their hands helps to prevent germs that may make them ill.

Children take part in a good range of physical activities that contribute to a healthy lifestyle and help them to develop a positive attitude towards physical exercise. For example, they are all able to use the outdoor area each day when they demonstrate self confidence in their physical skills. The three and four-year-olds are able to successfully negotiate a pathway as they use wheeled toys, climb the steps on the climbing frame safely and use tools, such as spades, trowels and rakes effectively as they help to maintain the school vegetable plot. The children who attend the out of school sessions also enjoy using the outdoor area and taking part in physical activities indoors, such as making up their own dance routines, which they proudly demonstrate, showing that they have a good sense of rhythm. All children have a good understanding of the effect that exercise has on their bodies. They are able sit and rest according to their needs, either using the benches in the outdoor area or the comfortable seating indoors.

Children are encouraged to effectively learn about the importance of a healthy diet during most sessions. For example, the pre-school children enjoy snacks, such as fresh fruit, scrambled eggs and bread sticks, and the children who attend the out of school sessions are involved in drawing up their weekly snack menu when they request that both fruit and raw vegetables be included. Staff who run the twice weekly sessions for the four-year-olds do not, however, ensure these children are offered the same healthy options. For example, they are often given biscuits, cakes or crisps at snack. Staff are well informed about the children's individual

preferences and dietary needs, and effectively take these into account when providing snacks to ensure they remain healthy. Children are offered a choice of drinks at snack time and staff talk to them about why items, such as milk is good for them. They do not, however, ensure the children have ready access to drinking water at other times during the session.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in well maintained premises, which are organised effectively to provide for a variety of learning opportunities. The play room is welcoming and has posters and examples of the children's art work displayed, which help to make it a stimulating environment and shows their efforts are valued and appreciated.

Children's risk of accidental injury is minimised effectively in the well organised setting, which has effective safety and security precautions. All areas and equipment are maintained to good standards and staff use effective risk assessments to reduce potential hazards. For example, they check all areas before the start of each day, ensure all necessary precautions are taken and routinely record their findings. Parents and visitors are admitted by staff and no unauthorised person is allowed access. Identification is verified and the visitors' book completed. The outside area is checked before the children go out to play and a head count is carried out as they go out and come back in to ensure they all return indoors safely. Notices are also displayed to remind both staff and parents to follow good safety practices, such as making sure the entrance door is closed securely at all times.

The children have good opportunities to learn about keeping themselves and others safe. For example, staff skilfully explain safe practices to them, such as why they need to line up sensibly before going outside, and why they need to sit on their chairs safely. They regularly practise the group's emergency evacuation procedures with the children to ensure they know what to do in the event of a fire, and the children who attend the out of school sessions are actively encouraged to help staff carry out the daily safety checks. It is evident that the discussions staff have with the children are effective in raising their awareness of safety, as a number of the older ones were keen to discuss what they had learnt with the inspector.

Children use a good range of well maintained toys and resources that are appropriate to their age and stage of development. These are well organised and made easily accessible to encourage them to make choices and develop their independence. For example, toys for the younger children are stored in boxes that have a picture of the contents displayed to help them in identifying the equipment they want to play with. The children are interested in the resources and use these well to support their play and learning.

Children are well protected by staff who have a clear understanding of the group's policies and procedures in regard to protecting children from possible abuse. They all attend training in child protection to ensure they are able to recognise the possible signs and symptoms and know what to do if they have concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the setting and make effective progress because staff have a sound understanding of the age and stage of development of the children who attend. All children are confident in their relationships with the staff. They play happily together and with adults as they enjoy using a range of resources, such as construction toys, outdoor equipment and art and craft materials. They settle well and are comfortable in their surroundings. For example, some of the children who attend the pre-school sessions also stay for the out of school sessions where they confidently join in with the activities of the older ones.

The children who attend the out of school sessions clearly enjoy this time at the end of the school day when they can relax or be active in accordance with their needs and interests. For example, many children choose to take an active part in activities, such as using the computer or playing games in the outdoor area, whilst others choose quieter activities, such as drawing and craft. Staff discuss the planning of activities regularly with the children and encourage and value their opinions as to what should be included. For example, they encourage them to look at recipe books to help decide what items they would like to make during baking activities. In addition, the activities offered at the holiday sessions, when children are able to attend for a full day, are particularly well planned and provide them with exciting learning opportunities, including drama and film making.

Nursery Education

The quality of teaching and learning is satisfactory. Staff use their knowledge of the Foundation Stage to provide a range of interesting activities across the six areas of learning, including both free play and focused activities. They use resources and questioning effectively during most activities to stimulate and support the children's imagination and extend their learning. Assessment systems are in place, which link clearly to the Foundation Stage curriculum, but some staff are reluctant to complete these for their key children. As a result, information about what the children know and can do, is not always available for other staff to help them plan activities that enable the children to make best use of their skills. In addition, some of the activities and group discussion at the sessions specifically for the four-year-olds are not planned or delivered effectively at the children's level of understanding, which means they do not always maintain their interest.

Both the three and four-year-olds are confident in their interaction with staff and their peers and join in enthusiastically with the activities. They are self assured in their play and confident to try new experiences, such as helping to make a bear from various collage materials as part of a display depicting one of their favourite books. They show an interest in stories, readily join in with familiar refrains and are confident to predict what might happen next as they listen to stories, such as 'Toffee the cat'. They listen attentively during most group activities, but sometimes lose interest when the activity is not presented at their level of understanding. All children use marks readily to represent their ideas. For example, they draw recognisable pictures, and the more able children can write their own name, which they do so confidently on their work. The younger and less able children are keen to attempt writing their name and make good attempts to do so. Staff have not, however, considered providing name cards to help

support them in this and the more able are not always encouraged to use and develop their writing skills at all sessions.

Children use their imagination very well. For example, the four-year-olds describe in great detail what they are doing during role play as they build a boat using wooden blocks and pretend to go on a journey over the sea. They also act out domestic situations in the home corner when they take on the role of different family members. Both the three and four-year-olds show great interest in the environment. For example, they thoroughly enjoy digging in the vegetable plot, showing curiosity as they find worms and other items, such as pottery and stones in the soil. They are keen to observe what has happened to their vegetable plants since the last time they visited, know when produce, such as tomatoes are ready to be picked and readily help to put discarded items in the compost bin. They are developing an understanding of information technology as they learn to use the computer and develop their creative skills as they make pictures using materials, such as paint and glitter.

Both the three and four-year-olds demonstrate a good understanding of various number operations. For example, they confidently and reliably count in excess of 15 as they line up to go outside. The four-year-olds show a good understanding of size language as they correctly identify they have large and small bottles as they play in the sand and they are able to recognise various shapes, such as a triangle, square and circle. Their physical skills are developing well. They work cooperatively as they share wheeled toys made for two, negotiate a pathway as they run and chase each other in the outdoor area and demonstrate good control when using the climbing frame. The more able confidently use pencils to write their names, forming the letters correctly, and they all show good control as they manipulate dough, use cutlery at lunch time and attempt to fasten their coats.

Helping children make a positive contribution

The provision is satisfactory.

All children are warmly welcomed into the provision. Staff recognise each child as an individual and work well with their parents to meet their needs. Children with learning difficulties or disabilities are fully included through the effective adult support and partnership with their parents.

Staff ensure that resources and activities positively represent the children who attend as well as the wider world. For example, the pre-school children have opportunities to learn about different cultures and festivals, such as Ramadan, where as part of this they make a picture of a mosque from collage materials. The explanation of some aspects of the festival, however, are not always aimed at the children's level of understanding. Staff also provide some opportunities for the children to learn about their own community and the local area. For example, the four-year-olds visit attractions, such as soft play facilities and the local agricultural college, but these opportunities are not extended to the three-year-olds. Children who attend the out of school sessions benefit greatly from visitors to the group who share their skills with them. For example, they learn how to put on a sari, use henna hand paints and discover the story of the Chinese willow pattern. They also have opportunities to take part in drama sessions led by a professional actress when they act out going on a journey using a 'magic carpet', which is captured on film and made into a DVD.

Children behave very well. Staff support the youngest children effectively in sharing and turn taking and set consistent boundaries for the older ones. For example, the older children are involved in drawing up the behaviour codes for the out of school sessions and are able to earn points for their team when they display positive behaviour. This helps them learn to negotiate with others and take responsibility for their own behaviour. The pre-school children show a good understanding of the routines of the day. For example, they know they must line up sensibly before they go out to play, sit at the table to eat and sit quietly in the book corner after lunch until everyone has finished. This positive approach fosters children's spiritual, moral, social and cultural development well.

Friendly relationships and effective verbal communication is evident between the staff and the parents. Information about the children's care needs is sought before the child starts at the group and parents receive useful information. For example, they are provided with a leaflet detailing various aspects of the service when the placement begins, staff photographs and their role are displayed and notices about any infectious diseases that may be prevalent are displayed as and when these occur. The partnership with the parents of children who receive nursery education is satisfactory. For example, planning of activities for most of the pre-school sessions is displayed and a book bag lending scheme has recently been introduced. However, parents are provided with limited information about the Foundation Stage and they are not always kept fully informed of their child's progress as some staff are reluctant to use the assessment system to record what they know about the children.

Organisation

The organisation is satisfactory.

The premises are welcoming and organised effectively. This maximises play opportunities for the children and means they are able to move around confidently and independently, and initiate their own play and learning.

The leadership and management of the nursery education is satisfactory. Overall, this promotes the children's learning effectively. Most staff who work with this age group have early years qualifications and most are receptive to developing their knowledge and improving their practice further through training. They have an appropriate knowledge of the Foundation Stage curriculum and organise activities effectively in most areas, which means children make effective progress towards the early learning goals. However, planning and information is not shared effectively between those who work specifically with the four-year-olds and those working at the general pre-school sessions.

Adult to child ratios are met well and the majority of the staff work effectively together as a team, particularly those working at the out of school sessions. However, some members who work at the pre-school sessions do not carry out all aspects of their role effectively. For example, some are reluctant to implement the recently introduced system to record the children's progress and they do not always support other members of staff or take a full part in the activities. Written policies and procedures are in place. These cover all areas and contribute effectively to the children's health, safety and well-being. All legally required documentation, such as accident, medication and attendance records is in place. This is well organised, regularly updated and stored securely to maintain confidentiality.

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

Improvements since the last inspection

At the last inspection it was recommended that the setting devise and implement a procedure for the safe conduct of outings and gain a signature from parents to acknowledge the entry of any medicines administered. An outings policy is now in place and parents are asked to sign the medication record book at the end of the session if they have requested medication be administered to their child. This keeps them fully informed that the request has been carried out and the exact time the medication was administered. The improvements had added significantly to the children's safety, the organisation and the documentation within the setting.

Complaints since the last inspection

Since the last inspection there has been one complaint made to Ofsted that required the provider to take action to meet the National Standards. The complaint related to National Standard 2: organisation. A Childcare inspector visited the provision on 18/01/2006. Actions were raised and satisfactorily met. The provider remains qualified for 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.

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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 healthy snacks are provided at all sessions
- ensure drinking water is readily available
- ensure all staff are fully aware of their role and responsibilities

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):

- ensure the assessment system is fully implemented by all staff so that information about the children's progress can be used effectively to plan for the next steps in their learning
- ensure parents are provided with information about the Foundation Stage
- ensure the planning of activities are appropriate to the children's level of understanding and that they are able to use and practise the skills they have developed at all sessions.

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