



Little St. Marys Preschool Playgroup

Inspection report for early years provision

Unique Reference Number	EY319844
Inspection date	28 June 2006
Inspector	Katy Elizabeth Wynn
Setting Address	School House, School Lane, Askham Richard, York, North Yorkshire, YO23 3PD
Telephone number	
E-mail	
Registered person	Little St. Mary's Preschool Playgroup
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?

Little St Mary's Pre-school opened in 2006 and operates in a two storey purpose built building. It is situated in Askham Richard on the outskirts of York. A maximum of 22 children may attend the setting at any one time. The pre-school is open Monday and Friday 09.00 to 15.00 and Tuesday, Wednesday and Thursday 09.00 to 13.00. It is open term time only. The children have access to a secure outdoor area and share access to the adjacent school reception playground.

There are currently 27 children on roll aged from two to under five years. Of these, 15 receive funding for nursery education. Children attend from Askham Richard and surrounding villages and attend for a variety of sessions.

The pre-school employ four members of staff, all of whom have a relevant childcare qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children begin to develop a very good understanding about healthy practices through topics, activities and visitors to the setting, for example, a visit by the dentist and topics on healthy eating. They are fully encouraged to wash their hands after messy play, toileting and before snack and this helps them effectively understand the need to practise good routines of personal hygiene. Children enjoy regular opportunities to play outside and they develop a positive approach to exercise through physical play. Staff plan interesting activities outside with a variety of resources which help the children to make good progress in their physical development. They move around confidently, with control and competently use a wide range of small and large equipment, for example, scissors, paint brushes and pencils.

Children are kept very safe from the spread of infection. Staff clean tables before and after use and follow effective daily hygiene procedures, including nappy changing. Children are well cared for in the event of illness or an accident. Staff follow effective policies regarding illness and accidents and the majority of staff have an up to date first aid certificate. The children are offered fruit at snack time and children staying for lunch bring a packed lunch. All children's individual dietary requirements are fully met and there are effective arrangements in place to ensure food is prepared safely, as some staff have attended food hygiene training. Drinks are offered during the session, however, the children do not have the opportunity or choice to access drinking water at all times.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are kept safe as risks are minimised through vigilant staff and there are a good range of safety measures in place. These include socket covers, fire prevention equipment, a fully secure outdoor play area and the outside door is locked to monitor access to the provision. Staff fully implement a detailed policy on safety, and risk assessments are carried out on the provision to identify hazards to children. Children build a good awareness of safety through practising emergency evacuations every term.

Children are protected from possible abuse or neglect as most staff have attended some basic child protection training. All staff fully understand the procedure to follow with any concerns, to ensure children's welfare is the first priority.

Children are cared for in a very warm, welcoming environment, which has good evidence of their play and activity. Space is effectively organised into different areas of play and this enables children to move around freely and safely. Children can independently access some toys and resources from trays and boxes at their height. However, not all resources are readily accessible. All ages of children enjoy playing with a suitable range of well maintained toys and play equipment, including role play, jigsaws, arts and crafts.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time at the setting and can choose from a range of activities available each day. They are fully involved in the activities which help develop their imagination, language and creativity, for example, role play, construction, arts and crafts. The children became engrossed in the role play activity linked to the topic 'Under the Sea', they had use of buckets, spades, plastic sea creatures and other props. Children are very happy and confident in the setting. They are keen to communicate with each other and play well together, becoming aware of each other's needs. Children build warm relationships with staff, they are keen to share their experiences and proudly show them things they have made.

Children are given suitable opportunities to develop their independence. Older children toilet themselves and learn to take responsibility for their own hygiene and all children move freely around the room independently accessing activities and resources. Children benefit from staff who are very interested in them, asking questions to make them think and giving them lots of praise and encouragement to help build their self-esteem. Children's development is monitored through assessing the children when they start at the setting and through continual observations and assessments. These assessments are then used to plan for children's individual next steps of development.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff have sound knowledge and understanding of the early learning goals by attending relevant training in the Foundation Stage. Staff are enthusiastic, they motivate children and use the correct vocabulary to extend children's language. They question children appropriately to find out what the children know, understand and can do. They use their knowledge to help children develop well in most areas and make good use of the assessments that are completed when the children start at the pre-school. These assessments, observations and evaluation of focused activities enables them to plan effectively. Plans are clearly linked to the early learning goals and all staff are involved in planning through regular meetings.

The organisation of resources could be more effectively organised to give all children access to a broader range of equipment and resources at each session.

Children have a strong exploratory impulse. They are excited, motivated to learn and enjoy the activities on offer. They separate confidently from parents at the beginning

of each session and are keen to seek others to share their experiences. They show concern for others and begin to take initiative and manage developmentally appropriate tasks, such as toileting and hand washing. Children communicate confidently and clearly with staff, talking to them about their home life and things that they have done. They have some opportunities to understand that print carries meaning, children regularly visit the comfy book area and look at books on their own or as part of a group. Children can recite familiar stories, for example, one child was reading a well known book to another child.

The younger children have limited opportunities to practise their writing skills. Although there is a mark making area available, the children mainly use this area for colouring pictures.

Children competently and reliably count to ten and beyond. They begin to use number and size language accurately in their play and more able children successfully recognise numbers above ten. Children show interest in number problems and are given good opportunities to practise their calculation skills. They sing number rhymes and are encouraged to calculate in everyday routines, such as snack time or circle time. They enjoy using all their senses to explore a wide range of different materials, including a treasure box filled with tactile resources, glue, play dough, sand and water. Children develop a good imagination and actively take part in a variety of role play opportunities. The role play area is regularly changed to resemble things in the outside world, for example, seaside, shops and restaurants. They confidently sing familiar songs and have suitable opportunities to explore the different sounds that musical instruments make.

Children show a keen interest in the world that they live and this interest is enhanced by staff arranging for visitors to come to the setting, for example, a Bee Keeper. They begin to learn about different countries, cultures and beliefs. The children benefit from a French member of staff who frequently talks to the children in French and they learn about France through topics.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals. They are treated with equal concern and staff use detailed registration forms and talks to gain all the necessary information to effectively meet each child's individual needs. They develop a positive attitude to others and have many opportunities to learn about the wider world and community. They celebrate different cultures, festivals, try food from other countries and can access a satisfactory range of resources to promote equality of opportunity. There are some good facilities in place to care for children with disabilities, for example, a hearing loop system, disabled toilet and ramps. All children are valued, regardless of ability. Children's spiritual, moral, social and cultural development is fostered.

Children behave well, they are given lots of praise and encouragement and staff support children, helping them learn to share, take turns and accept the needs of others. They begin to understand right and wrong through consistent boundaries and age-appropriate methods used by staff to manage behaviour including explanation

and distraction.

Partnership with parents and carers is good. Parents are given good information about the setting through newsletters, open evenings and daily talks with staff. All parents of Foundation Stage children are given suitable information about the Foundation Stage curriculum from displays and newsletters to inform them of topics at the setting. They are kept well informed of their child's progress and are able to access their child's profile at any time. The parents are given ideas to extend their child's learning at home. Children benefit as staff and parents have built strong relationships and work together to meet the needs of all children attending.

Organisation

The organisation is satisfactory.

Children have the space to play and move around freely and safely and most of the resources are well-organised. They are given effective support and encouragement by well deployed staff, who help children feel secure and confident. Children are kept safe and healthy as staff attend and up date appropriate training including first aid and food hygiene. There are satisfactory procedures in place to recruit staff and ensure they are suitable to work with children and the required staff qualification ratios are met. Most of the required documentation is in place to meet the National Standards, however, there is no displayed complaints policy. Staff fully implement detailed policies, which have a positive impact on the children, for example, child protection and behaviour management.

The leadership and management of nursery education is satisfactory. Most staff have attended training on the Foundation Stage curriculum and staff are keen to continue with further training. Adequate inductions are given to staff to help them learn their roles and there are opportunities to monitor staff performance and development. Planning is suitable and focused activities have clear links to the Foundation Stage and have clear learning intentions linked to the early learning goals. Staff regularly observe children to find out what they know and can do. Assessment records are consistently updated to monitor children's learning and development and staff ensure they plan for children's individual next steps in learning. The needs of all children who attend are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted.

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):

- ensure children have access to drinking water at all times
- ensure the continuing training needs of staff are met
- update policies in line with the National Standards for complaints.

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):

- extend opportunities for children to attempt writing for a variety of purposes
- improve organisation of resources for children to use information and communication technology to support their learning.

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