



## Embsay with Eastby Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	400454
<b>Inspection date</b>	20 September 2006
<b>Inspector</b>	Cynthia Walker
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<b>Registered person</b>	Embsay with Eastby Playgroup
<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 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?

Embsay with Eastby Pre-school Playgroup has been in operation since 1967 and was registered in 1992. It operates from Embsay Village Hall. The group have the sole use of one room with adjacent toilets and direct access to outside play which is fully enclosed. The playgroup serves the local area and surrounding community.

Currently there are 24 children from two to five years on roll. There are three children who receive funding for nursery education. Children attend for a variety of sessions.

The playgroup opens five days a week during school term time. Sessions are from 09.00 until 12.00 and on Thursday and Tuesday afternoons from 13.00 until 15.00.

There are four part time staff who work with the children and one administrator who works within the group. Over half the staff have appropriate early years qualifications. The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are well nourished and enjoy a range of nutritious snacks which include fruit and vegetables. They are able to access fresh drinking water independently throughout the session. Parents provide a packed lunch for their children and receive an information leaflet 'tips for a healthy packed lunch' to ensure they remain nutritious. Children take responsibility for getting their own snack which includes pouring their drinks, and lunch time is an effective social occasion where children sit and exchange news. Discussions highlight that children are beginning to understand the importance of certain foods as they explain that their chicken sandwiches help them run quickly. Children's dietary needs are discussed with parents and clearly recorded enabling children's individual needs to be met.

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 their hands to wash away the germs. Staff demonstrate that children are cared for appropriately if they have an accident or need medication because they follow the appropriate procedures. A detailed written procedure is in place to support children if they become ill.

Daily access to the outdoor area enables children to develop their physical skills. They confidently climb the steps to the climbing frame, balance around the edges and use the slide to get off. Children enjoy experimenting with the parachute and begin to learn how to control its movements as it goes up and down. They experiment with paper aeroplanes and run around seeing how far their individual models can go. Children use increasing control as they throw and catch bean bags. There is a broad range of equipment to support the children's physical activity and this includes a balancing circle, wheeled toys, large bricks, tyres and a variety of small equipment, such as balls, bats, hoops and sweeping brushes.

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

The provision is good.

Children are cared for in a warm, secure and safe environment where risks are identified and minimised. Safety policies and procedures are in place and are well implemented to support the children's safety. Children are learning about keeping safe as they respond to the clear explanations from staff as they play outdoors on the climbing frame and tidy away toys within the playroom. Their understanding of fire safety is reinforced at circle time as explanations are given about fire drills and children are able to list items that will be needed, such as register and whistle.

The room is creatively arranged to allow children to move spontaneously and independently around all areas of play and learning. Interesting displays ensure all areas are welcoming to

children. Children are accessing a wide range of resources which are appropriate to their age and stage of development and help create a stimulating environment. Resources are well arranged to allow children to make individual decisions about toys and resources they are going to use.

Children's welfare is effectively 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 developing their understanding of the needs of children under three, however, the recording of the planning and assessment is only gradually being introduced. Younger children play co-operatively together with the jungle animals and maintain an active involvement. They question whether a toy snake may be an adder and staff support children's recognition of animals, such as zebra. Children enjoy using construction to assemble a variety of objects including a rocket which are carefully preserved to show the children's parents. They enthusiastically participate in singing simple songs, using actions when it is appropriate and cheerfully sing happy birthday to two of their friends.

#### **Nursery Education.**

The quality of teaching and learning is good. Children make good progress because staff have a sound understanding of the early learning goals. They plan a balanced range of activities and experiences which supports all areas of learning. Insight into the children's starting points are identified in an initial baseline assessment and information gathered from earlier observations. Effective use of the key worker system ensures staff have a clear understanding of the children's next steps for learning which are discussed at regular staff meetings. This information is used to directly inform future planning, however, this is not formally recorded to give a clear picture of children's progress. 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 positive attitude to learning and are interested in the range of activities provided. They are confident communicators and use language to give clear explanations about their pictures, for example, 'this is a beetle and it has six legs and this is a woodlouse, they tickle'. Good use of circle time enables children to confidently relive past experiences by talking freely about holidays and visits they had made to the 'sea life centre'. Children persist for long periods and maintain good concentration at activities, such as construction, imaginative play and the use of programmable resources. Good use of resources within the home corner encourages children to experiment with writing by making marks to write prescriptions in the doctor's surgery, with some children able to write their own names.

Good use of mathematical language within play supports children's understanding of measure and children reinforce their counting skills within the daily routines as they count how many children are present that day. Children are developing their skills at the computer and with the

use of programmable resources. They examine ways in which to use the binoculars and explore how objects become larger or smaller. Children explain that they have planted tomatoes from seeds and are waiting for the sun to make them go red. They confidently use the stethoscope to listen to other children's heart beating and when they listen to a staff's heart they comment that 'your heart sounds as though you have eaten too much last night'.

Children demonstrate good imagination as a small group spontaneously turn the home corner into a vets and extend this to include a doctor's surgery. Children are dealing with toy dogs that have made their tummies poorly by eating things off the floor and staff members are being encompassed in swathes of bandages and given pretend pills to make them feel better.

Children are establishing effective relationships within the group and have a good awareness of the boundaries of the setting. They demonstrate sensitivity and care for others as they ask 'where did you get that cut on your face'.

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

The provision is good.

Children are developing a positive attitude to others through the provision of a good range of resources which include books, displays, small world people and jigsaws. Planned activities which support their own and other people's beliefs and cultures are included into the weekly programme and foods from other cultures are introduced at snack time. Staff actively work with parents to establish children's individual needs and the booklet 'I am Special' gives information about their home life which enables staff to establish a closer relationship. There are effective systems in place to support children with learning difficulties or disabilities. The provision fosters children's spiritual, moral, social and cultural development appropriately.

Children behave well as they respond to the clear and consistent explanations from staff. Children play harmoniously together at group activities sharing resources whilst playing doctors and taking turns with the programmable toys. Younger children are developing self-assurance from close and effective relationships with staff.

Partnership with parents is good. Parents are actively welcomed into the group and receive detailed information about the setting through an initial welcome pack, notice boards and regular newsletters. There are opportunities for parents to be involved in their children's learning by being active members of the committee. Ideas to use at home with their children are included within regular newsletters which give details of the learning activities being provided. Parents are invited to an annual information week where they can book appointments to discuss their children's assessment records. Key workers reinforce this with regular chats at the end of the session and parents are able to look at the children's work books. Photographs are taken daily of the children's activities which are displayed on the computer at the end of the session. The provider takes positive steps to ensure that parents are kept informed about all the relevant policies and procedures.

## **Organisation**

The organisation is good.

All required documentation which contributes to children's health, safety and well-being is in place and regularly reviewed. Detailed operational files linked to the outcomes for children are in place and include a wide range of policies and procedures which are reflected in daily practice. Comprehensive employment and recruitment procedures determine the suitability of staff members to safeguard children attending the group. An annual appraisal system is linked to future training needs and staff have attended a good range of courses provided by the local authority to maintain the care and learning of the children. Space within the group is well organised and creatively set out to enhance the play and learning opportunities for children.

Leadership and management is good. The introduction of an administrator to support both the committee and staff ensures that the group runs effectively and efficiently. Clear staffing procedures ensure that staff have a clear vision for the education of children which is maintained when the manager is absent. There are detailed systems to monitor the overall provision with detailed questionnaires being given to parents twice a year and further information being sought as children leave the setting. Planning is evaluated at regular staff meetings and recorded within the minutes. The nursery liaise with advisors from the local authority to improve the quality of education for the children they are providing.

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 the group were given one action in relation to child protection procedures. There were also a number of recommendations raised which included the registration system, the key workers, the hygiene procedures, the availability of fresh drinking water, the behaviour management statement and staff's knowledge of child protection issues. Key issues were raised in relation to the development and evaluation of planning, the children's assessments and the parents involvement in the education programme

The parents welcome pack includes a summary of the group's child protection procedures which they receive before their child enters the group. All the staff team have attended relevant child protection training which effectively safeguards the children. The introduction of a key worker system and the inclusion of the hours of attendance within the register promotes the welfare, care and learning of children. The provision of a sink within the main playroom and appropriate use of paper towels after children have been to the toilet supports the health of the children present. The access to fresh drinking water throughout the session promotes the children's health. The inclusion of a statement on bullying within the behaviour management statement supports children's welfare and development.

The planning is directly linked to all the areas of learning and is regularly evaluated at staff meetings which enables children to progress well. Regular assessments by the key workers are discussed at staff meetings to ensure the children's next steps for learning are included into the future planning, however, this is not being recorded. Parents are receiving information

about the education programme within the welcome pack and are given opportunities to be involved in their children's learning through ideas included within an activity newsletter.

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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action 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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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 further the registered person should take account of the following recommendation(s):

- continue to develop the planning and assessment to reflect the care and education of children under three years.

#### **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 records used to establish the children's next steps for learning give a clear picture of their progress.

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