



Bishop Monkton Pre-School

Inspection report for early years provision

Unique Reference Number	EY292951
Inspection date	17 January 2007
Inspector	Mandy Black
Setting Address	Bishop Monkton C of E Primary School, St. Johns Road, Bishop Monkton, Harrogate, North Yorkshire, HG3 3QW
Telephone number	07714 555369
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Registered person	Bishop Monkton Pre-School Committee
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 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?

Bishop Monkton Pre-School is a well established group that has been registered in the current premises since September 2004. It is managed by Bishop Monkton Pre-School Committee and is located in the village of Bishop Monkton, near Harrogate. The setting operates from a mobile classroom within the grounds of the local primary school, with access to their own cloakroom/kitchen area, toilet facilities and an adjoining enclosed outdoor play area.

The setting are registered to provide sessional day care for 20 children aged between two and five years from the local and surrounding area. There are currently 13 children on roll, which includes seven children in receipt of nursery education funding. The setting is not currently supporting any children with learning difficulties or disabilities and there are no children on roll who speak English as an additional language. Sessions are from 09.00 to 12.00, from Monday to Friday, during school term time only.

There are three members of staff working with the children, of whom two are qualified. The setting receives support from the local authority and is a member of the Pre School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are well taken care of if they become unwell at the setting or have an accident, because the sickness exclusion policy is strictly implemented to protect the health of all children attending, and accident records are correctly completed in line with requirements. Children's health is appropriately considered as staff follow regular routines, such as using an anti-bacterial spray solution on tables before snack time, using separate cloths for different purposes and following guidance issued by the environmental health department in regard to their food preparation area. Children are generally well nourished and enjoy healthy snacks, such as fresh and dried fruit with drinks of milk or water. They are beginning to develop an understanding of which foods contribute to their good health as they discuss where milk comes from, good foods such as pears, bananas and raisins, and foods such as chocolate biscuits which are not very good for them.

Children are generally supported by staff to gain an understanding of the importance of hygiene, for example, they are actively encouraged to wash their hands at snack times and staff explain why they need to wash the germs off. However, children do not routinely wash their hands after using the toilet independently, and although some children take responsibility for wiping their own noses, they are not sufficiently supported or encouraged to do this.

The vast majority of children choose to be outside frequently every session and therefore benefit positively from fresh air and plenty of exercise. Children run around freely outdoors with great pleasure and chase their friends excitedly. They are beginning to negotiate space and try to avoid each other. Children play well cooperatively, taking turns, as they practise and refine skills when learning to bounce a large ball on a racquet. Children construct imaginatively with large planks in their outdoor area, using all their strength to lift the heavy pieces. They show increasing control as they climb with confidence, pedal wheeled cars competently and speed around. Children observe the effects of exercise on their bodies with great interest. They tell staff that they were cold but now they are warm because they have been running around outdoors.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The environment provided for the children is safe and secure. For example, the main door is locked once the children have arrived, heaters are securely guarded and electric sockets are covered. Parents sign their children in and out, and this is checked by staff, but visitors are not routinely asked to sign a visitors book on arrival, to further protect children's safety. Children are beginning to learn to keep themselves safe. For example, staff tell children firmly about

the dangers of not looking where they are going when they run around outdoors, and they inform children about the possible dangers when using knives to cut their fruit.

Children access a suitable range of equipment covering all developmental areas. Some activities are well presented but others appear untidy and disorganised. For example, small wooden drawers at children's level are empty, some paint pots are dry and the empty sand tray outdoors limits children's play. However, plenty of educational displays, including friezes, written numerals and words and attractive posters, all contribute positively to a stimulating learning environment.

Children's safety is well considered when on outings; staff ensure there is a ratio of one adult to every two children when they take part in local trips to feed the ducks or walk around the village. Children are suitably protected because staff have a sound understanding of their role in child protection. They are familiar with appropriate procedures and will follow these when necessary.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children effectively develop confidence and self-esteem because staff frequently praise and encourage their efforts. Children sometimes use their initiative, for example, they decide to make their own train with a long line of chairs, or they perform their own puppet show with the puppet theatre they have made. However, they do sometimes wander aimlessly and seem unsure of what to do next. This is often when staff members are busy with other children, and children are a lot more focussed when adults interact with them directly.

Children ask questions frequently in their play, such as asking staff if they can read them a particular book, asking for help with their activities or asking for a specific computer program. Some children acquire new knowledge and skills, for example, learning about body parts in small group discussions with an adult and handling pieces from a model. Children are beginning to develop good manners. They are positively encouraged to say please and thank you with gentle reminders from staff.

Nursery Education

The quality of teaching and learning is satisfactory. Staff are positive in their approach, explain things at an appropriate level and interact well with the children, praising and valuing their achievements. Key staff have attended suitable training and show familiarity with the Foundation Stage. Records of activities are kept retrospectively and focussed activities clearly state children's learning intentions, but it is difficult to assess how children receive a full and effective curriculum. Some older and more able children receive challenges during spontaneous activities, such as naming and learning about body parts, but other more able children miss these opportunities because they are elsewhere at the time. Children's assessment files contain observations of their play and achievements in the six areas of learning with some next steps for learning, but it is not clear how they are making progress towards the early learning goals.

Children show great curiosity as they play a guessing game together, where one child is hiding under a blanket. They are very enthusiastic and keen to have a turn. Older children confidently

initiate interactions with others, freely approach staff and inspectors, asking questions and offering information. They manage some developmentally appropriate tasks very well, such as pouring their own drinks from a little jug, giving out plates and cups at snack time, cleaning the blackboard with a damp cloth and using the toilet independently. Children use talk very well in imaginary situations, for example, playing shops, pretending to be mummy, discussing the volcano that is exploding on the play dough table, and acting out the role of a doctor. Children show enthusiasm and an awareness of rhyme as they listen intently and join in with an adult as she reads 'Wriggle and Roar'. They clearly enjoy listening to stories on a small scale, such as 'Mr Pod and Mr Piccalilli'. Children join in with sounds and anticipate what is going to happen next, but they are less involved or focussed in larger group sessions.

Older children count confidently up to 10 and more as they count play dough shapes, count children at snack time, the number of chairs in an imaginary train, and count their own fingers. They show good interest in number problems as they count 'peas' made from dough, count out four then add two more on request and count again. Children correctly identify the shapes of everyday objects in their play, such as naming plates as circle shapes, stating that eyes are round and that a brick is a rectangle shape. Children talk about what is seen and happening with interest. For example, they look at the computer program and talk about what is on the screen, they identify objects correctly and work out how to move them around. They observe frozen milk with fascination. Older children are clearly very familiar with equipment and know how to use this with confidence. They use suitable programs on the computer and confidently take photographs with the digital camera. Children learn successfully about and correctly name parts of their bodies as they look in the mirror at their eyes, discuss eyebrows and eyelids. They discuss the purpose of muscles and examine an adult's leg muscle with interest. Children begin to effectively describe the textures of different materials, such as shiny paper, curly tape and smooth paper, as they make their own collages. They use the available resources well to create props for role play. For example, they pretend to be in a restaurant, correctly naming the plastic vegetables, paying for their meal and operating the cash till.

Helping children make a positive contribution

The provision is satisfactory.

Children are successfully supported to feel a sense of belonging due to the warm and friendly interaction of the staff, who clearly know individual children very well and generally work effectively with parents to meet children's needs. For example, verbal communication observed during the session is good and relevant information is shared freely. Information on noticeboards, additional notices on the door and whiteboard, and a user-friendly prospectus all effectively support the involvement of parents in children's care. However, parents do not have free and easy access to the group's policies and procedures as these are locked away in a filing cabinet, and a complaints record has not been introduced.

Partnership with parents and carers in regard to nursery education is satisfactory. Information for parents about the Foundation Stage is very limited in the prospectus and although parents are given a video and a copy of the curriculum guidance to take home, this is not appropriate because it does not give parents a clear vision of how this group is providing a curriculum for their children. Although children's assessment files are always available, some parents do not

always feel fully informed about their children's learning. Information about themes and activities is provided in newsletters and on the whiteboard, which enables parents to extend children's learning at home.

Children generally behave well and play in harmony with their peers. Staff promote sharing, for example, as they use the computer. They praise children frequently, which makes them feel good about themselves, and work in line with their behaviour management policy, using appropriate strategies at all times. Children are gaining a good awareness of different countries and languages as they learn words in French, and this also ensures that bi-lingual children are well included. Children's social, moral, spiritual and cultural development is fostered.

Organisation

The organisation is satisfactory.

Children are well protected and cared for by staff who are appropriately qualified and vetted. However, there are no formal procedures in place to ensure checking of future staff is robust and thorough. Checks on current committee members are currently being addressed by Ofsted to ensure children's continued safety and well-being.

The ratios of adults to children are consistently maintained, however, the deployment of staff is not always effective. For example, children play indoors and outdoors with two responsible staff members, but they are not always adequately supervised because staff are involved in preparing snacks, or dealing with particular children who need support. The organisation of the session supports free play almost continually, which promotes choices for children and helps develop their independence. The negative impact is that sometimes children lack focus and are not always sufficiently stimulated or challenged. Documentation checks show all is in good order and kept with a high regard for confidentiality.

The leadership and management of the nursery is satisfactory. The two key staff work well as a team to share ideas and plan a suitable curriculum for the children, although currently lack inspiration. Focussed activities are evaluated but there are no clear systems in place to show how the curriculum as a whole is monitored and reviewed. Staff attend additional training to support them in their role as often as they feel able.

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 quality of the care was judged as inadequate due to the lack of completed vetting checks on committee members and a failure to keep Ofsted informed of significant changes. There has been confusion in this area but staff and committee have fulfilled their obligation to keep Ofsted informed of significant changes, to maintain children's safety and well-being, and to receive a satisfactory inspection judgement. All staff are cleared and although there are some committee checks still outstanding, this issue is currently being addressed by Ofsted.

Since the last inspection, in relation to the provision of nursery education, staff have begun to discuss children's starting points with parents and briefly record their next steps for learning. However, this is not yet recorded on children's assessments and therefore remains a recommendation.

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 in order 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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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):

- encourage children to take increased responsibility for personal hygiene in their daily routines, particularly in regard to washing their hands and wiping their noses
- ensure that the system for signing in visitors is effectively implemented
- introduce a record of complaints and ensure that policies and procedures are shared effectively with parents
- develop current vetting procedures to ensure the suitability of future staff and maintain the safety and well-being of children attending
- review the organisation of the session and the deployment of staff to promote children's safety, enjoyment and achievement.

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):

- develop systems of planning and assessment to clearly show how children are making progress towards the early learning goals, and ensure that all children are successfully challenged in their everyday activities

- ensure that parents receive good quality information about the curriculum and have regular opportunities to learn about their children's progress and achievements
- develop systems of monitoring and evaluating the curriculum to identify strengths and areas for improvement.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk