



Haxby Playgroups - Rising Fives

Inspection report for early years provision

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Inspector	Diane Lynn Turner
Setting Address	Station Road, Haxby, York, North Yorkshire, YO32 3LS
Telephone number	01904 764 358 or 07817 413 383
E-mail	haxby_play@supanet.com
Registered person	Haxby Playgroups
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 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?

Haxby Playgroup Rising Fives is a sessional provision, which is run by a voluntary committee. It operates from a classroom within Ralph Butterfield Primary School in Haxby, a village situated on the outskirts of York. The group transferred to the school from its previous premises in August 2003 and was re-registered at that time. The room the group operates from is a shared facility with the school's before and after school club. The group also has use of an outside play area, which is shared on a rota basis with the school reception class.

The group is registered for a maximum of 20 children at any one time. It mainly serves the local community, although children from the surrounding areas also attend. There are currently 27 children on roll, all of whom are in receipt of funding for early education. The group currently operates Monday to Friday, between 09.15 and 11.45, during term time only. Afternoon sessions

operate when there is a demand between 12.30 and 15.00. A lunch club is also offered on Wednesday between 11.45 and 13.00.

There are five regular members of staff, who are qualified to level 3 or 2, and a bank of supply staff to cover for sickness and holidays. The group is part of the Haxby Partnership Group and is currently working towards a recognised quality assurance award. The group is also a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are kept healthy whilst at the group because they are cared for in a clean environment by staff who are vigilant in following good practices in their daily routines. For example, there is a rota for cleaning toys and equipment, the temperature of the fridge is checked and recorded on a daily basis to ensure any perishable food is stored safely, and the tables are cleaned thoroughly between activities, particularly before food is served. Children are protected from infectious diseases by the implementation of the written sick child policy, which is respected by parents. If children are taken ill during the session parents are contacted to collect them. While waiting, the children sit with a member of staff so they can be monitored and reassured. Children are well cared for in the event of an accident. All staff have current first aid certificates and all accidents are recorded and shared with parents.

Staff are effective in raising children's awareness of following good hygiene practices in their personal care in most areas. For example, they remind them to use tissues to blow their nose and cover their mouths when they cough. Staff take antibacterial gel into the outdoor area when children go out to play so they can clean their hands if necessary, without having to go back inside. The children understand about following hand washing routines after toileting and before eating their snack and readily do so as they come in from outdoor play. They do not, however, understand the importance of using soap at these times.

Healthy eating is promoted very well, both at snack time and during topics. The children have fruit, such as raisins and banana to eat at snack and can have milk or water to drink. Drinking water is also readily available during the session for them to help themselves to if they become thirsty. The children are able to bring a packed lunch and stay for the lunch club one day a week. This provides a valuable opportunity for them to develop their social skills and prepares them well for the transition to school. Staff talk to the children about why particular food is good for them as they take part in activities, such as making soup using vegetables, and they try different foods when celebrating festivals and learning about food in other cultures.

Children have good opportunities to enjoy fresh air and take part in physical exercise to help them gain control of their bodies. They have shared use of the school's extremely well-resourced outdoor play area, where they are able to use a wide range of equipment to develop their skills. The children relish being in the outdoor area and quickly put on their coats and line up ready to go out. They demonstrate good control as they negotiate a pathway when using wheeled toys and can stop safely. They confidently use the climbing and balancing equipment, which

includes a climbing frame, slide and scooters. They demonstrate good co-ordination as they use equipment made for two and know to look over their shoulder when walking backwards. They also have opportunities for physical activities indoors as they take part in ring games and move to music. They learn to understand the effect exercise has on their bodies as they put their hand on their chest and feel their heart beating after running around outside.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, secure and well-maintained environment. For example, a member of staff greets the children on arrival and records their attendance and another is responsible for ensuring both the indoor and outdoor area is secure when everyone has been admitted. The identification of any visitors is checked and their presence is recorded in the visitors' book. Staff carry out thorough risk assessments each term on all areas of the provision to identify and minimise any risks to the children's safety and they have a daily checklist to ensure gates are closed, alarms are working and the furniture is in good order. A headcount is taken regularly during the sessions, and the time this is carried out and the number of children present is recorded.

Fire drills are completed each half term and recorded appropriately and the emergency evacuation procedure is displayed on the noticeboard for parents and visitors to see. Electrical equipment is checked regularly to ensure children can use equipment, such as the computer safely. Staff raise children's awareness of keeping themselves safe very effectively. They help children learn about road safety as they go for walks in the local area, teach them how to cross the road safely and ensure they wear high visibility tabards at these times so they can be seen easily by motorists. Parent volunteers also accompany the children on outings alongside staff to ensure a ratio of one adult to two children is maintained.

Children have access to a good range of toys and equipment, which are appropriate to their age and stage of development, including child-height furniture and a comfortable book corner with soft seating to enable them to sit and read comfortably. Staff check resources each day to ensure they are safe, and remove items for repair, disposal or cleaning if necessary. Children are able to help themselves to the toys and activities set out within the room and they use the resources and the space with care. They move around with consideration and are careful to avoid one another when using wheeled toys in the outdoor area.

Children are well protected from possible abuse. All staff undertake training in child protection and have a good understanding of the group's comprehensive child protection policy and procedures. They are able to recognise the possible signs and symptoms of abuse, and know to record any concerns and refer these to the designated child protection officer. Contact numbers for the relevant authorities are available.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the setting and are well occupied. They have access to a good range of resources and equipment, suitable for their needs. They settle well on arrival and can freely choose from the activities set out or ask for other things not immediately available. The playroom provides a child-friendly environment. It is decorated with posters and displays of the children's artwork, which shows their efforts are valued and appreciated. All the children are settled, very comfortable with the staff and know the routines to follow. For example, on arrival they confidently go up to the registration desk to let staff know they are present and they know where to hang up their coat and where to put their finished work. The sessions help to prepare them very well for the transition to school. For example, they are able to stay for the weekly lunch club session when they bring a pack up and sit together in a group as they would at school.

Nursery Education

The quality of teaching and learning is good. Staff have a very good understanding of the Foundation Stage curriculum and this is evident in the planning of activities. Long, medium and short term plans are in place, which show how all the six areas of learning are covered and how the activities relate to the stepping stones and the intended learning outcome for children. Assessment records are in place to chart children's progress towards the early learning goals, which include pieces of work and photographs to support staff's findings. Staff also make written observations of children's responses to activities and use this information very effectively to plan for the next steps in their learning.

Staff clearly explain to children what activities are on offer at the beginning of the session and how these relate to the topic being followed, and they have a discussion at the end of the session so children can recall what they have learnt. Children have lots of opportunities to see print in their environment through labelled resources and displays. Staff ensure children's name cards are readily available, but some staff do not use these effectively to support the writing activities of the less able children. Staff use open-ended questions to promote children's thinking and make good use of some everyday routines to promote children's independence. For example, they encourage children to pour their own drinks at snack time. They do not, however, use the routines to support other areas of children's learning, such as counting. Children's behaviour is managed very well. Staff adopt a consistent approach and help children to understand the consequences of unacceptable behaviour.

Children are very confident. They seek out their friends to share their experiences and move freely around the room, selecting resources and activities which interest them. They behave very well and enjoy celebrating each other's achievements. For example, one child spontaneously told a group of children that he thought the building they had made was amazing. They are confident to approach visitors and to talk about items they have brought in at group time. They are independent in their self-care. They understand about washing their hands before snack and know they need to put on an apron before taking part in messy activities. They choose what they would like to drink at snack time and pour this themselves. They all recognise

their name as they find their name card at snack time and many children can write their name, which they do so independently on their work.

Children communicate clearly with staff. They recall the activities they have been involved in during the morning and are able to identify different nursery rhymes from the clues given by staff. They show an avid interest in books and often look at these independently or bring them to staff and visitors to read. They listen enthralled at group time to stories, such as the 'Gruffalo', when they confidently predict what might happen next. They are beginning to recognise letter sounds. For example, they correctly identify the initial letter sound for the days of the week. They also enjoy exploring rhyming words and know, for example, that 'mouse' rhymes with 'house'.

Children's mathematical knowledge is developing well. They show a good understanding of shape and can confidently recognise a circle, square, rectangle and triangle. Some children also understand about more complex shapes, such as a pentagon and semicircle. For example, they know that if they put two semicircles together this makes a circle. They recognise a good number of numerals and show they can sort correctly by colour as they put bears in the corresponding coloured dish. They use number knowledgably in their play as they match the numbered wheeled toys to the correct parking bay. They show good spatial awareness as they successfully complete complex jigsaws, showing high levels of determination and perseverance as they work out how the pieces fit together. Most children can count confidently in excess of 10 and this is evident as they count to 12 when making a clock face. They do not, however, regularly use counting for a purpose during their everyday routines.

Children have good opportunities to develop their imagination as they access the role-play area and play with small world resources. For example, they act out both real and imagined situations as they dress up as firefighters and princesses and pretend to go to the moon as they play with model astronauts and space rockets. They act out events they have experienced, such as going to a party when they wrap up items to play pass the parcel.

Children show an interest in nature and how things work and enjoy exploring the properties of different materials. For example, they make bird cakes to feed the birds, make patterns from shaving foam and understand how to operate equipment, such as telephones. They have some access to the group's computer; however, this is not offered on a sufficiently regular basis to help them develop their understanding of information technology. Their physical skills are developing extremely well. For example, they run and chase each other confidently in the outside area and competently use a range of equipment. They show good control as they use pencils to draw detailed pictures and form letters correctly as they write their name.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals. Staff find out as much as they can about the children before the placement begins. For example, useful information is gathered on the registration form and parents are invited to attend an induction meeting when staff ask them to complete an 'all about me' form for their child. Children with learning difficulties or disabilities are very welcome to attend. The group has a designated member of staff with responsibility for this

area, who has attended in-depth training. Children who use English as an additional language are very well supported. For example, staff learn key words in the child's first language to help them communicate and provide good support during activities to help children understand what is expected of them.

Children have very good opportunities to learn about the wider world. They have access to resources to support and raise their awareness of diversity and regularly celebrate festivals from around the world, such as Diwali when as part of their celebrations they made rangoli patterns, listened to music, joined in with dancing and tasted various food. Children have good opportunities to learn about their local community. For example, they visit the community centre and library, go for walks to feed the ducks and visit the park. They benefit greatly from visitors to the group who share their skills with them, such as firefighters, the local police officer and a representative from the lifeboat association. This fosters children's social, moral, spiritual and cultural development well.

Children develop a good understanding of responsible behaviour. The group's behaviour management policy provides a supportive framework and staff are good role models for children to follow. Realistic behaviour rules have been drawn to help children work together and a copy of these are included in the prospectus so parents are fully informed. Children receive lots of verbal praise and encouragement from staff and as a result they behave well. For example, they use an egg timer with understanding to ensure popular resources are shared fairly, readily help at tidy up and put books away carefully when they have finished with these.

The partnership with the parents and carers of children in receipt of nursery education is good. Parents are provided with good information about the provision, the Foundation Stage curriculum and forthcoming events through the prospectus, well-presented newsletters and notices. Parents have good opportunities to be involved in their child's learning. For example, they are able to accompany the children when they go on walks and are welcome to come into the group and share their skills with them. They are able to view their child's records of progress at any time and are welcome to add their observations of children's learning at home. Parents are keen to express their satisfaction of the staff, the care and activities provided.

Organisation

The organisation is good.

Children are cared for in a well-organised environment. Staff work very well together as a team and have a good understanding of their roles and responsibilities, which ensures children have good care and a stimulating environment in which to play and learn. Comprehensive policies and procedures are in place, which support the safe and efficient management of the setting. The procedure to be followed in the event of a child being lost is particularly well thought out and detailed. All of the required documentation is in place. This is well organised and stored securely to maintain confidentiality. The registration certificate is on display and the conditions adhered to.

Robust systems are in place for employment of new staff and an effective induction procedure has been developed. All of the staff who work regularly with the children are qualified and are committed to developing their knowledge and improving their practice through attending

various training courses. Relief staff can be called on to cover any absences and any un-vetted person present is not allowed unsupervised access to the children.

The leadership and management of the nursery education is good. Staff plan activities in detail and they all share responsibility for preparing and leading these. They all make observations of the children's responses to the activities and use these effectively to monitor children's progress towards the early learning goals. They effectively monitor and evaluate the care and education through regular staff meetings and by working towards a quality assurance award.

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 group improve the documentation in relation to the records of children's attendance. This has been addressed. Staff now mark the children's attendance in the register as they arrive and if children arrive after the first 15 minutes or leave before the end of the session the specific time is recorded.

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.

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 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 follow good hygiene procedures when washing their hands, including the use of soap.

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):

- provide regular opportunities for children to use counting for a purpose in their everyday routines
- make better use of children's name cards to support the writing activities of the less able children
- provide more opportunities for children to use the group's computer to support their understanding of information technology.

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