



Long Preston Playgroup

Inspection report for early years provision

Unique Reference Number	EY338620
Inspection date	09 January 2007
Inspector	Dawn Bonica Brown
Setting Address	Long Preston Endowed Primary School, School Lane, Long Preston, SKIPTON, North Yorkshire, BD23 4PN
Telephone number	01729 840377
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Registered person	Long Preston Playgroup
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?

Long Preston Playgroup is committee run and operates from Long Preston Endowed School. It opened in 2006 and operates from a classroom in Long Preston Endowed School. A maximum of 20 children may attend the playgroup at any one time. The playgroup is open each weekday from 09.00 to 11.30 during term time only. The playgroup children have sole access to a secure enclosed outdoor play area.

There are currently 24 children aged from two and half years to under five years on roll. Of these, 14 children receive funding for early education. The playgroup employs three members of staff. Of these, one holds an appropriate early years qualification and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are gaining independence and a suitable awareness of healthy practises as they remember to wash their hands without prompting. They remain healthy because staff consistently follow appropriate hygiene routines to prevent the spread of infection. Children benefit from appropriate maintenance of the required documentation to keep them in good health. For example, children who are contagious do not attend, thus preventing the spread of contagious ailments. This acts in the best interest of children to protect all those being cared for.

Young children's independence is fostered as they benefit from suitable toilet facilities to encourage this. Children's health is further protected because an appropriate number of staff hold relevant first aid certificates. This means they have the relevant knowledge to promptly administer first aid in the event of an accident.

Children are suitably nourished. They enjoy snacks that include fresh fruit daily and have a positive attitude to mealtimes through the spontaneous use of the café type system. This helps children to identify when they are hungry and promotes the development of friendships as they visit the café with their friends. They benefit from a suitable exchange of information between parents and staff so that their dietary needs are suitably met.

Children are encouraged to be active through regular physical play in a secure outdoor play area where they enjoy activities that include balancing, using wheeled toys and other physical play equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children use high quality resources in a safe environment. The premises are appropriately maintained and effective heating, lighting and ventilation ensure that children enjoy activities in a well-planned setting with lots of room. Children of all ages are involved in meaningful activities that encourage their independence and promote their all-round development. They help themselves to resources from suitable storage and operate independently within the setting. For example, they help themselves to their coats before going outside and know where the resources they need are stored.

Children are suitably protected from harm through adequate staff training, staff awareness and vigilance in most areas, however, a low-level cupboard, in which some unsuitable material is stored, is accessible to children. Children are adequately supervised and daily safety checks ensure that the premises are safe before children arrive. They are further protected through proper emergency evacuation procedures and the maintenance of appropriately reviewed and up-dated safety policies.

Children are adequately protected from abuse through staff knowledge and understanding of child protection procedures. The setting has a copy of the guidance from the Local Safeguarding

Children Board and the child protection contact numbers. This means that they can act quickly in a child's best interest to safeguard children's welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are appropriately stimulated through suitable play opportunities and activities. For example, children under three concentrate for long periods on an interactive screen which helps to promote hand and eye co-ordination and colour recognition. All children are encouraged to explore the setting independently through the availability of inviting activities which meet a range of their developmental needs. They gain further benefit because resources are arranged in easily accessible drawers and there is a suitably organised book corner which provides a quiet comfortable reading area. Children help themselves to books from a low book box that provides clear visibility for them to choose effectively.

Children are confident and make decisions for themselves. For example, they decide when they will take a snack and younger children re-visit activities whenever they want. This helps to develop their concentration and promotes independence. Children are happy and settled as they have made friends and play well with each other. They benefit from appropriate staff intervention to help them to solve their own problems. For example, children are taught how to put together the weaving apparatus so that when it comes apart accidentally, they work effectively as a team to repair it by themselves.

Children's self-esteem is fostered as they respond to adults' interest in their individual preferences, their ideas about how to do things and their interests outside the setting. Young children's development is promoted through parallel play with older children who are good role models.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a suitable understanding of the early learning goals so that, over time, planning covers all areas of the curriculum. Children receive appropriate challenges in most areas of the curriculum and use most of the resources with skill and confidence. Teaching methods are effective as children learn through first hand experiences. They respond well to suitable adult expectations of behaviour, which are consistent and positive. Children with learning difficulties or disabilities benefit from inclusive provision and the setting uses a key worker system to ensure that children's progress is monitored reliably.

Children's personal, social, and emotional development is satisfactory. They are confident and self-assured. They are sociable and have made friends so that they play cooperatively in small groups. They demonstrate independence and a secure sense of belonging as they take responsibility for themselves. For example, children know and follow the routines, get their coats independently before going outdoors and show concern for others. However, their experience of the wider community, the cultures and beliefs of others are not sufficiently well fostered.

Children's progress in communication, language and literacy is satisfactory. Older children express their ideas clearly to communicate with each other in their joint games. They do this especially well in role play, while enjoying construction activities and while playing together with small world toys, such as 'animals on safari'. Younger children understand instructions and pass on messages clearly. All children listen attentively during group story sessions and several children look at books independently.

Children's progress in mathematics is satisfactory. They learn to count in sequence through their play and they are beginning to gain a concept of quantities. For example, while counting the number of play dough cakes needed for 'the three bears and Goldilocks'. However, their routine activities, such as registration times and snack times, do not offer opportunities for the more able children to practise their growing awareness of the variety of ways to use numbers. Older children demonstrate an interest in construction and shape sorting and sustain their concentration on pre-decided tasks. Younger children are gaining an understanding of quantities and density as they play with tactile materials, such as sand, water and other malleable materials.

Children's knowledge and understanding of the world is satisfactory. They use programmable toys meaningfully. For example, the use of a large interactive screen fosters children's creativity as well as promoting their awareness of modern technology. They demonstrate a secure understanding of how to use tools. For example, using a spirit level to make sure that the wooden building bricks are level. They understand the passage of time as they talk about significant events in their lives. They are prompted to recall recent events, such as an educational visit exhibiting birds of prey, through photographs of the event.

Children's physical development is satisfactory. They enjoy daily exercise outdoors and understand how clothes protect them from the weather. They benefit from active games, such as 'going on a bear hunt' and participate in activities, such as movement to music. They demonstrate an understanding of their physical needs as they recognise when they are hungry and visit the snack bar independently. They move around the setting confidently as they chase hoops and use wheeled toys in the outdoor play area.

Children's creative development is satisfactory. They engage in creative activities that help them to learn about the changing properties of materials and colours as they mix powder paints and use a range of implements to print. They construct three dimensional objects, use malleable materials, such as play dough and explore different tastes and textures through experimentation, for example with fruit. Children benefit from opportunities to express their feeling through a range of activities. For example through using musical instruments, singing songs, using glove puppets and through role play.

Helping children make a positive contribution

The provision is satisfactory.

Children feel secure because they are well settled and confident that their concerns will be given attention. They are valued and included because staff listen to them, give them choices and encourage them to solve their own problems. Their self-esteem is fostered because staff are polite to them and treat them with respect. Children demonstrate an understanding of the needs of others as they show care and concern for each other. For example, a child who has

lost a shoe is supported by another who seeks the attention of an adult to help find the child's shoe.

Children are learning to take responsibility for their own actions through discussions on how their actions impact on others. Younger children follow appropriate models of behaviour from older children as they play alongside each other. They gain further benefit from playing alongside older children as they learn how to solve simple problems, such as putting together the train set. Children's individual needs are met because staff know the children well and follow their individual interests and preferences. As a consequence children are well behaved. Children with learning difficulties or disabilities benefit from inclusive provision.

Partnership with parents and carers is satisfactory. Parents are happy with the provision. They appreciate the way in which staff care for their children and express positive opinions of the setting. Parents understand the way in which the setting works and benefit from appropriate access to their children's records.

Children benefit from some activities and resources which help them to value diversity. For example, visitors to the group include 'people who care for us', such as fire officers and the school nurse. They are learning to value the differences in society through using resources that reflect positive images of cultural diversity and gender. However, their awareness of people with disabilities is not sufficiently well fostered.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

Children are suitably protected because staff are appropriately vetted and adequately trained. Children's welfare is promoted through documentation that is suitably maintained. They are appropriately cared for by staff who demonstrate a suitable knowledge of child development and who put the needs of children first.

Resources are used appropriately to provide a welcoming, child orientated environment and proper organisation of the day follows children's individual routines to ensure that children receive adequate continuity of care. Overall, the provision meets the needs of the range of the children for whom it provides.

Leadership and management is satisfactory. The managing committee is clear about its role and demonstrates a suitable understanding of the strengths and weaknesses of the provision. Monitoring and evaluation of the provision is carried out adequately and there is a clear commitment to improvement of the care and education for all children.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

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.

Since registration 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.

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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 that hazardous materials are inaccessible to children
- develop resources reflecting positive images of disability.

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):

- improve children's understanding of the cultures and beliefs of others
- provide greater challenges in maths for the more able children.

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