

# Poppleton Under 5'S Group

Inspection report for early years provision

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<b>Unique Reference Number</b>	321485
<b>Inspection date</b>	23 April 2007
<b>Inspector</b>	Linda Cook
<b>Setting Address</b>	Methodist School Room, The Green, Upper Poppleton, York, North Yorkshire, YO26 6DD
<b>Telephone number</b>	07951 164167
<b>E-mail</b>	
<b>Registered person</b>	Poppleton Under 5'S Group
<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 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?

Poppleton Under 5's Group is accommodated in the Methodist School Rooms in Upper Poppleton, a village on the outskirts of York. The group is well established, managed by a voluntary committee and has registered charity status. They have been registered for approximately 19 years. The group provides sessional care and education for children aged from two to five years. The children who attend are primarily from the local community.

The accommodation consists of one main playroom with toilet and storage facilities along the adjacent corridor. They have access to a fully enclosed play area at the rear of the premises. The kitchen facilities are off the main playroom.

The group currently operates in term time only on Mondays, Wednesdays and Fridays between 09.15 and 11.45. They are registered to care for a maximum of 24 children at any one time. There are currently 26 children on roll, of whom 13 have funded nursery education places. There are no children attending with learning difficulties or disabilities, or who have English as an additional language.

There are three full time members of staff, two of whom have appropriate childcare qualifications. The group receives regular support from the local Early Years Development and Childcare Partnership and is a member of the Pre School Learning Alliance. They are also active members of the Poppleton Early Years Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

The children are cared for in a warm, clean environment where they learn about good hygiene practices. They learn to wash their hands before eating and after taking part in messy activities such as painting. They are generally well protected from infection because staff wipe surfaces using anti-bacterial sprays and implement a clear sick child policy. However, the shared towel used for drying hands after messy play and snack time does not fully protect children from cross-infection.

Children develop a very positive attitude to being active outdoors, they benefit greatly from having daily access to the enclosed, small and interesting garden for physical play and exploration. They like to see the lambs that are in the adjoining field and have planted bulbs and plants in the small flower border. They develop their physical skills as they ride wheeled toys, use the climbing apparatus and complete physical exercises.

The children learn to make healthy choices in their diet. They enjoy the good quality snacks provided, choosing from a variety of fresh fruit and vegetables each day. Drinking water is available for them to help themselves to throughout the session and at snack time they have a choice of milk or water. They begin to develop an understanding of healthy eating through discussions with staff and related topics and activities.

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

The provision is satisfactory.

The children are able to play freely in an environment where risks are identified and minimised. For example, the children choose freely from good quality play equipment which meets safety standards, and door security is very good as the children arrive and depart or access the outdoor area.

Children learn to take responsibility for keeping themselves safe. The staff explain to them the reasons behind the behavioural boundaries which are in place and they are provided with regular opportunities to practise the emergency evacuation procedure.

While the shared premises present some challenges for staff, they arrive early to set out a wide range of activities for the children to enjoy and ensure the environment is safe. They have a small display area for children's art work and have purchased a portable display board for introducing numbers, letters and shapes into the everyday environment.

Children are protected from possible abuse or neglect. All staff attend child protection training and there is a clear child protection policy in place for staff to follow should they have concerns about a child in their care.

## **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children enjoy their time at the group, they arrive happy and eager to participate. They are making sound progress in their development and learning. Close and caring relationships with staff increase the children's sense of trust and they are developing good relationships with each other.

Children who are new to the setting are helped to settle by the staff, who are sensitive towards their individual needs. The good relationships evident between children and staff help the children develop a strong sense of self. Communication skills with children are well supported through good adult-child interactions. They encourage them to talk about what they are doing and sensitively support their language development.

Staff have an appropriate understanding of how young children learn and incorporate the 'Birth to three matters' framework into the planning to provide a suitable range of activities. This means children's personal, social and intellectual development is satisfactorily fostered and supported. Activities and play opportunities are purposeful and developmentally appropriate resulting in children being motivated and interested for most of the session. Children's self-esteem is developing as a result of the staff encouraging and praising them, and valuing the children as individuals and what they have to offer.

### **Nursery Education.**

The quality of teaching and learning is satisfactory. Staff have a good knowledge of the Foundation Stage of learning, the areas of learning and the associated stepping stones. They use this knowledge to plan a broad range of activities based on topics which enable children to make satisfactory progress in their learning and development. The planning clearly shows how the children cover the whole curriculum during their time at the setting. The staff make regular observations of the children and their progress is recorded in the children's assessment files. The systems for planning and assessment continue to be developed, however, they still need further development to clearly identify the children's individual next steps in learning and how the more able children will be appropriately challenged. The adults engage with the children throughout the session, instinctively using conversational questioning techniques effectively to scaffold the children's learning and broaden their vocabulary.

Three-year-old children are keen to share experiences with staff and communicate confidently and clearly. They demonstrate a sense of time as they discuss with staff things they did before coming to the group and where they are going when they leave. They enjoy books, accessing them independently and in small and large groups. They handle books well, turning pages correctly and following the print. They begin to understand that print carries meaning and to recognise their names in print as part of the arrangements for self-registration and snack time. They count reliably to five and can show the corresponding digits; more able children count beyond. They begin to complete simple calculations and can match a number of objects to the correct numeral. They demonstrate an understanding of concepts such as full and empty, bigger and smaller, as they play in the sand tray.

Children use their imagination well and particularly enjoy the role play area, which had been turned into a garden centre to support the topic on growing. They show some awareness of information technology as they use the till to take money or use the small world toaster and kettle in the home corner, however, they do not have access to a computer. Children show

strong exploration skills as they hunt for bugs in the garden, look at them using a magnifying glass and identify them from small world resources and text books. They enjoy a range of craft activities and concentrate for extended periods of time to achieve the effect they desire. They develop their fine motor skills to a good level as they confidently use scissors, pencils, paintbrushes, glue sticks and hole punches. Outdoors, they extend their gross motor skills as they use a variety of equipment including wheeled toys, hoops, bats, balls and skipping ropes.

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

The provision is good.

Children learn about the wider world as they celebrate festivals from their own cultures and those of others. For example, they recently marked the Chinese New Year, when the children made dragons. There is a range of resources to promote understanding of equal opportunities, for example, books, dressing up clothes and ethnic dolls. They learn about their local community on trips to the library, local walks and trips to a wildlife area. Visitors to the setting, such as 'Zoo Lab', a drummer and a magician, also increase their awareness of the wider world and bring added interest to the planned activities. Systems are in place to ensure children with additional needs are well supported. There is a named member of staff who is aware of the code of practice and has attended training.

Children are generally well behaved. They are encouraged to be kind to each other and to begin to learn to share, take turns and show consideration for others. Staff intervene sensitively when minor disputes erupt and offer the children plenty of praise and encouragement, enabling the children to build positive self-esteem. They are well supported and reassured if they become upset. Staff speak to them in a calm and positive manner. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Parents receive good information about the group, which includes information on the Foundation Stage, the associated areas of learning and the 'Birth to three matters' framework. They receive regular verbal information about their children's progress and achievements and the key worker system provides them with a point of contact. They are informed that assessment records are kept on their children and that they can access these on request. Parents are involved and take their turn on a duty rota system, which means they are able to be involved in the children's learning. Newsletters are produced regularly and used to inform parents of the planned activities, enabling them to continue the learning at home.

### **Organisation**

The organisation is satisfactory.

The requirements of the National Standards for documentation and record keeping are met, and these are stored securely on the premises to maintain confidentiality. There is a range of clear policies and procedures in place and these are regularly reviewed and made available to parents, ensuring children's care and welfare is safeguarded. There are recruitment and selection procedures in place and these are currently being reviewed by the recently appointed committee. There is no structure currently in place to ensure new staff are appropriately inducted and no system of staff appraisals to clearly identify training needs and confirm continuing suitability.

The leadership and management of the nursery education are satisfactory. The management committee generally support and encourage staff to attend ongoing training to ensure they have opportunities to update their knowledge and skills. Staff are given time to plan and

complete children's assessment records and have a sound knowledge of the Foundation Stage of learning. While some of the routines are necessary due to the shared nature and layout of the premises others need to be reviewed to ensure children are not required to sit for too long a period when they become restless and bored, for example, while the adults clear away resources and prepare and serve snacks and drinks. The group has a positive approach to continuing to develop the service provided and an action plan was completed to address the recommendations made at the last inspection. They have good relationships with the local authority development worker and welcome her support. 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 was asked to ensure children's and staff's attendance were accurately recorded, to complete a risk assessment on the outdoor play area and extend children's access to fresh drinking water. They were also asked to ensure the links between planning and assessment were strengthened to plan for individual children's next steps in learning, and ensure parents are fully informed of their children's progress; to increase children's access to information technology and their experiences of the local community and the wider world; and to increase the opportunities for children to recognise text, letter sounds and numerals in practical ways.

A new registration system has been introduced, ensuring a record of children's and staff's attendance is maintained. A risk assessment has been completed on the outdoor area and the glass in the shed has been made safe, the drain covered and stinging nettles removed, ensuring children's safety. A jug of water and beakers have been made available for the children to access themselves throughout the session, ensuring they are not thirsty.

The systems for planning and assessment continue to be developed, however, the links between the two needed to be strengthened as the individual next steps in children's learning are not clearly shown. Additional resources have been purchased and, although a laptop has been acquired, suitable software programs have not yet been installed. Therefore, children do not have access to a computer, which limits their opportunities to use information technology. The children become aware of their local community as they visit the library and go for walks in the village, and visitors have been invited to the setting to increase children's appreciation of the wider world. The opportunities for children to recognise text, letter sounds and numerals in practical ways have been extended, for example through the use of labelling, and the arrangements for snack time and registration help children to recognise their name in print.

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

Since 1 April 2004 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 complaint 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:

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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 are protected from cross-infection by providing individual means for them to dry their hands
- ensure an induction procedure is introduced for new staff to ensure they are aware of the group's policies and procedures
- Review the daily routines to ensure they fully promote children's independence and do not interrupt their learning (also applies to nursery education)
- continue to develop the range of resources to increase children's awareness of information technology (also applies to nursery education).

#### 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 assessment records are used to inform planning to effectively identify the individual children's next steps in learning.

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