

# West Thorpe Pre School Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	321625
<b>Inspection date</b>	10 May 2007
<b>Inspector</b>	Linda Cook
<b>Setting Address</b>	West Thorpe Methodist Church, West Thorpe, Dringhouses, York, North Yorkshire, YO24 2PN
<b>Telephone number</b>	07900 413 718
<b>E-mail</b>	
<b>Registered person</b>	West Thorpe Pre School 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 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?

West Thorpe Pre School Playgroup opened in 1992. It operates from three rooms in West Thorpe Methodist Church and serves the local area.

There are currently 29 children on roll. This includes 18 children who receive funded nursery education. Children attend for a variety of sessions. Although the setting does not currently support any children with learning difficulties or who speak English as an additional language, all children are welcome.

The group opens five mornings a week during school terms. Sessions have a flexible start from 09.15 to 09.30 closing at 12.15 Tuesday to Friday. On Mondays an afternoon session is offered starting at 12.00 to 12.15 and finishing at 15.00. The group also provides a lunch club on Mondays between 11.45 and 12.15.

Eight staff work with the children. The manager and three other staff hold appropriate childcare qualifications. The setting receives support from the Pre-school Learning Alliance and from the support team of York Council's Early Years Extended Schools Service. The group also works closely with other members of both Woodthorpe and Dringhouses Early Years Partnerships.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children are well nourished and learn to make healthy choices in their diet. They enjoy the varied and nutritious snacks which are provided each day and include a wide variety of fruit and vegetables. At snack time they choose from water or milk to drink and they are able to independently access drinking water throughout the session. They begin to develop an understanding of healthy eating through discussions with staff and related topics and activities, such as food tasting.

The children are cared for in an environment where they learn the importance of good hygiene routines. They learn to attend to their personal care needs. They independently use the toilet and wash their hands afterwards using liquid soap and paper towels; posters are displayed to remind them. They are protected from infection because staff ensure surfaces are kept clean using anti-bacterial sprays and appropriate nappy changing procedures and a sick child policy are implemented.

There is no dedicated outdoor play area on the premises which limits children's opportunities to enjoy physical activities in the fresh air. The large playroom provides sufficient space for children to use a climbing frame and other equipment to develop their physical skills to a satisfactory level. They are provided with opportunities to move to music and complete action rhymes. Outings are also arranged and children enjoy being active in the outdoors when they go for local walks and visit places of interest. They are made aware of the importance of exercise in a healthy life style when they complete topics about their bodies and staying healthy.

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

The provision is good.

Children are able to move freely and make choices in their play as all risks are identified and minimised, and staff complete risk assessments which cover all areas of the provision including outings. They have detailed check lists for the beginning and end of each session to ensure the premises remain safe. A member of staff takes responsibility for health and safety ensuring first aid boxes are kept fully stocked and the group is kept up to date with changes in legislation. Four of the staff have current first aid certificates and accident and medication records are appropriately maintained, ensuring children are cared for appropriately in an emergency.

Children learn to keep themselves safe through discussions with staff. Before going on outings they discuss things such as road safety and the expectations and boundaries to their behaviour. They are provided with regular opportunities to practise the emergency evacuation procedure and these are recorded. Security is good and staff are vigilant in the supervision of the children, ensuring their safety is given high priority.

Children are well protected from possible abuse or neglect. All staff attend child protection training and are aware of their responsibility to protect children in their care. A detailed child protection procedure is in place for them to follow should they have concerns and information is kept on file for reference, including contact numbers of the appropriate investigating agencies.

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

The provision is satisfactory.

Children are happy, settled and provided with opportunities to develop their independence as they choose activities and resources, attend to their personal care needs and choose which songs to sing. They are motivated and fully involved in a wide variety of activities which enable children of all ages to build on what they know and can do. Staff are fully aware of the 'Birth to three matters' framework and this is incorporated in the planning process. Children are keen to communicate with the staff showing them what they have done and sharing their experiences with them. Children benefit from staff who are interested in all they say and do, giving them lots of praise and encouragement. Children play well together and enjoy each others company as they take part in large and small group activities.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff use their sound knowledge of the areas of learning to plan a suitable range of activities that enable the children to make progress in all areas of their learning. However, on occasions these are adult led and do not always fully support children in developing their independent learning skills. All staff are involved in the planning process and key workers complete assessment records for the children in their group. Assessment records are used to inform the planning process to ensure the individual next steps in children's learning are identified and planned for. Staff use open questions to promote children's thinking and resources are generally used well to encourage investigation and imagination.

Children communicate confidently and clearly with staff talking to them about what they are doing. They enjoy books and handle them well, accessing them independently and in small groups. They turn pages correctly and follow print from left to right and top to bottom. They learn to recognise their name in print as part of the arrangements for registration and snack time. They spend time in the mark making area and begin to demonstrate emergent writing skills, although they are not routinely encouraged to label their own work. Most children count confidently to five and older children beyond. They begin to recognise the corresponding numerals naming them correctly. They learn concepts including more and less, full and empty as they sing songs, such as five currant buns and play in the water tray.

They enjoy using their senses as they explore a variety of materials including sand, water, dough, shaving foam and different textured paints. They experiment using various painting techniques and use a variety of tools well; developing their fine motor skills and good hand-eye coordination. They show a keen interest in the world around them as they monitor the seasons as part of the planned activities. They have recently conducted a traffic survey in their local community as part of a topic on transport. Their access to information technology needs to be extended as they have limited access to a computer. They join in an increasing range of children's songs and action rhymes and move around the setting with control as they develop good spatial awareness. Children are motivated and eager to learn and concentrate for extended periods of time to complete an activity or create the desired effect in their art and craft activities.

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

The provision is satisfactory.

Children are highly valued as individuals and staff know them well. They are treated with equal concern and staff use the registration forms and talks with parents to ensure they are aware

of each child's individual care needs. Children with learning difficulties and disabilities are welcome and there are effective arrangements in place to ensure their needs are recognised and met. Children develop respect for people's similarities and differences, through the planned topics and activities. They learn about the wider world and their local community. They celebrate festivals from their own culture and those of others. For example, they celebrated the Chinese New Year when they made dragons, lanterns and experimented eating Chinese food with chopsticks. They go for walks in the local community and on trips. For example, they have enjoyed outings to a science museum and a sea life centre, which increases their opportunities to explore and investigate.

Children behave well and are developing good manners with gentle reminders from staff should they forget. They are learning to share, take turns and staff sensitively intervene when minor disputes erupt. They listen to staff, follow instructions and willingly help to tidy-up when asked. They develop positive self-esteem as staff praise and encourage all their achievements great and small. As a result children's spiritual, moral, social and cultural development is fostered.

The children benefit from the positive relations which are developed between parents and staff. Staff ensure parents are welcomed and the key worker system, which is in place, provides parents with a point of contact. Parents who contributed to the inspection process state they are happy with the quality of care provided and their children are settled and enjoy coming to pre-school.

Partnership with parents and carers in regard to the nursery education is satisfactory. The children's assessment folders are kept on the premises; parents can access them at any time and these are user friendly. There is a system in place for parents to contribute to the assessment process, however, because the group have been revising their planning system the planned activities are not currently displayed for parents. This limits parents opportunities to extend their children's learning at home and complete relevant observations. Information is displayed for parents on the Foundation Stage of learning and the associated areas of learning.

## **Organisation**

The organisation is satisfactory.

Space is generally organised well to provide a good variety of play opportunities and activities for children which contributes to them being happy and settled. Children are relaxed and move around confidently and independently. They are grouped well for most of the session to ensure their care needs are effectively met. This is evident at snack time when the children sit together in small groups with their key worker and enjoy the relaxed social occasion. However, the organisation of the whole group activity in the small room at the end of the session does not fully meet the children's needs and does not fully support children in initiating their independent learning. The activity is adult-led and the intended learning unclear. As a result, children are not fully involved and become restless.

The requirements of the National Standards record keeping are met. The clear and detailed policies are individual to the setting and shared with staff and parents to promote the welfare, care and learning of the children. However, the uncollected child policy needs to be extended to include the procedures to be followed if a child is lost. Adult to child ratios are met effectively and staff work well as a team, they are clear in their roles and responsibilities. All staff are appropriately vetted and there are clear recruitment and induction procedures in place.

The leadership and management of the nursery education are satisfactory and promote the children's all round development. The manager demonstrates a very good understanding of child development and how children learn and all staff have a sound knowledge of the Foundation Stage of learning. The management undertakes staff appraisals and supports their ongoing training. Consequently, children make sound progress towards the early learning goals as staff are knowledgeable and show commitment to updating their knowledge and the development of the service they provide. 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 drinking water was available to the children at all times, the grouping of children for activities was appropriate for all and to increase the opportunities to re-enforce mathematical concepts in the daily routines and activities.

Children are aware they can independently access drinking water throughout the session from a water dispenser within their reach. The grouping of children is well organised and appropriate through most of the session, however, the group activity at the end of the session does not fully meet the children's needs. The children are now provided with opportunities built into the daily routines and the planned activities to re-enforce mathematical concepts. For example, they count together at circle time, enjoy singing counting songs and complete simple problem solving exercises.

### **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 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 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 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 all activities and the grouping of children fully promote their independent learning skills, in particular the whole group activity at the end of the session (also applies to nursery education)
- ensure parents are informed of the planned activities (also applies to the nursery education)

- extend the uncollected child policy to include lost children.

### **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):

- increase children's access to 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](http://www.ofsted.gov.uk)