



# Shipton Pre-School

Inspection report for early years provision

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Unique Reference Number	400335
Inspection date	20 June 2007
Inspector	Rosemary Beyer
Setting Address	Shipton Community Centre, Main Street, Shipton-By-Beningbrough, North Yorkshire, YO30 1AB
Telephone number	07989 880019
E-mail	
Registered person	Shipton Pre-School
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](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 good. 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?

Shipton Pre-School is a committee run group which meets in the Community Centre on the outskirts of Shipton-by-Beningbrough, about five miles north of York, and has been registered since 1987. It serves the local village and the surrounding rural area. The group is a member of the Pre-school Learning Alliance.

The pre-school is registered to provide 25 places for sessional care in the main hall and 10 in the upstairs room. Children are admitted from two years six months to school age with sessions running term time only, Tuesday to Friday mornings from 09.30 to 12.00. On Tuesday and Friday a lunch club runs until 13.00. There are currently 24 children on roll; of these 15 receive funding for nursery education.

The group uses the main hall for three sessions, and for the fourth session the smaller upstairs room. The Tuesday session is for children who are getting ready for school and funded education places are available. During this session, the toddler group uses the main hall, which promotes integration into pre-school for the younger children. There is also a secure outside area available with grass and a patio, and permanent play equipment.

There are three staff currently working with the children; one of whom is qualified and the other two are working towards appropriate childcare qualifications. They are all very experienced childcare workers. A parent helper is also present at each session. The group receives support from the teacher mentors and early years workers.

## THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for on premises which are clean and well maintained. Staff implement and help children develop good hygiene practice for hand washing after personal care and before food. Notices are displayed showing how to wash hands effectively.

Healthy eating is promoted within the group, with fruit available each session at snack time, as well as a biscuit or savoury snack. The children know they need to eat a healthy diet to stay fit and well. They are willing to try new things when offered them by staff, such as in the fruit tasting activity. Staff encourage parents to send healthy food when the children stay for lunch. The lunch boxes are stored in the fridge to prevent food spoiling. During the lunch club, children enjoy the social aspect of eating together in preparation for school and eat very well. Children bring their own drinks to the group and help themselves during the session, although they are able to have either milk or water at snack time. They know they get thirsty when they are hot after running around.

At least one member of staff at each session has a current first aid certificate. The first aid box is well stocked and the appropriately completed accident book is readily available. Parents give prior written permission for any medication to be administered to children and also for staff to seek medical help or advice in an emergency. Children who are sick do not attend the group, and procedures are in place for parents to be contacted should children be taken ill.

Children have fresh air each day, weather permitting. Their physical development is good. They move around safely and with good control both inside and out. Equipment is available to support their balancing skills and they enjoy the obstacle course staff provide to develop co-ordination. The children use tools and implements competently when cutting, sticking or building. They have a wide variety of mark making and fixing materials.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are well supervised to ensure they cannot leave the secure premises, with parents and visitors admitted by staff. They use the upstairs room for play on Tuesday mornings. The older children are very capable and confident when using the stairs, and staff take them down to play outside or to the toilet. They use the secure play area immediately behind the community hall and also the public play area across the track, but the safety officer will not allow them to use the rustic equipment as there is no fencing.

Regularly maintained fire equipment is in place and fire exits are kept clear. The group completes fire drills regularly and records them appropriately. Electrical equipment is checked by the hall committee. Risk assessments are completed by the group for the premises, and each day both the building and outside area are checked for safety.

Children are starting to use resources carefully and safely, and help themselves from the equipment provided. When moving chairs around they do so with care, keeping legs down to prevent accidents. They share and take turns most of the time. The children help to tidy toys away when they are asked to do so, and co-operate to move larger equipment.

Staff have a good knowledge of child protection, but the policies and procedures have not been updated to take account of recent changes and the procedure to follow if allegations are made against staff is not clear.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The children are settled and happy with the staff, who know them well. They are developing good relationships with the other children and the younger ones are learning to share and take turns. Activities are planned and adapted to take account of the needs of all the children present and their different stages of development.

Staff have a good understanding of the Foundation Stage and the 'Birth to three matters' framework. They plan activities and monitor them to ensure the children are making progress. The group is very well equipped and has a wide range of resources available.

### Nursery Education

The quality of teaching and learning is satisfactory. Staff use the Foundation Stage very effectively to provide activities across all the areas of learning, however, the supervisor is new to the setting and is in the process of developing planning and recording procedures. They are starting to plan and monitor activities to ensure the children are making good progress, adapting their methods and expectations depending on children's abilities and understanding.

The children are developing a good understanding of letters, and recognise their names when they arrive at the group each day. Most can write their names independently and recognisably. The children are developing a wide vocabulary through conversation and stories, and are confident speakers. They know books are for stories, and enjoy listening and anticipating what will happen. They also use books to find information, with a good range of natural history books available. The book corner is not, however, very comfortable, with a table and chairs provided, so the children take books to large cushions in another part of the room to read. The children can choose freely from the wide range of books available.

Children's language development is also supported through the adult-led activities, such as the fruit topic, where they listened to a story then tried the fruits mentioned. They described how the fruits felt, then helped to prepare them and taste them. All the older children were interested and keen to try, some using knives very capably to cut and peel a mango. They also discussed the need to eat fruit as part of a healthy diet.

During the sessions, the children are sociable and friendly to each other. They are developing very good relationships and co-operate well, particularly in role play situations, such as the 'market stall'. Their imaginative play and artistic skills are encouraged by the stimulating opportunities provided. Taking 'orders' and developing an awareness of how to work out a bill, counting purchases and giving change are all helping their mathematical awareness. All the children can count reliably up to 10, some much higher, and recognise simple shapes. They like

matching and counting games, whether adult led or playing as a group, and use numbers in their general activities.

Some imaginative artwork is displayed both upstairs and in the main hall, where topics are illustrated by large collages. These have involved all the children and a wide range of different materials and textures. A photographic record of the children's time in the setting includes pictures of the work.

Children make good use of the outside space to hunt for bugs, which they then inspect with magnifying glasses. They are also growing sunflowers and beans, and developing the herb garden to provide different smells, tastes and textures.

Helping children make a positive contribution

The provision is good.

Partnership with parents and carers is good. The parents spoken to are very happy with the care their children receive. They like the range of activities provided and feel comfortable discussing their children's progress or any concerns with staff, and know confidentiality is respected. They are aware of the complaints procedure although they have not used it as they discuss any problems with staff directly. The parents also value the help staff provide when children have difficulties with toilet training or behaviour. Good communication means there can be continuity of management at home and at the group.

The user-friendly introductory prospectus gives parents information about the staff, the setting and activities to support the children at home. It also explains about the Foundation Stage, including the areas of learning and the key worker system. As the group is committee run, parents are able to participate in the management of the pre-school and also to attend sessions as a parent helper. This gives them the opportunity to see how their children are developing, learning and enjoying themselves.

Children with learning difficulties or disabilities are welcome in the setting and staff develop individual learning plans to support their needs. Resources are obtained, if they are not already available, to enable the children to participate. Staff have contact with local authority support workers for advice when they need it.

The group has a comprehensive equal opportunities policy in place, treats each child with equal concern and takes account of their individual needs. The group has a wide range of resources including books, musical instruments and activities to widen children's knowledge of other customs and cultures. During their play, the children learn about how other children live in other parts of the world. They were intrigued to see a child carrying fruit on her head in a story book, and considerable discussion ensued as a result, about the difference between her life and theirs.

Children behave very well, although some of the younger children do find it hard to share toys at times. Staff have strategies ready to deal with unacceptable behaviour but the positive environment encourages children to behave well. The older ones are developing good manners and are considerate of each other, with the staff providing guidance and good role models. The children treat each other with respect and are learning about right and wrong through discussions with staff. They also share and take turns. Their social, moral, spiritual and cultural development is fostered.

## Organisation

The organisation is good.

Leadership and management of the setting is satisfactory. The staff are working together to develop the programme of activities to support the children's development. They have evaluated the previous system of monitoring the curriculum and are introducing new processes. They have clear aims and objectives, and provide for all the children's needs. Activities are evaluated and the key workers ensure children's progress is promoted.

The group is run very effectively by a committee of parents, who provide good support to the staff through a rota system, committee membership and fundraising. Comprehensive policies and procedures are in place to govern the safe and efficient management of the setting. These are reviewed and updated by the staff and committee to take account of any changes.

Robust systems are in place for the employment of new staff. All the current staff are qualified or working towards appropriate qualifications, and are very experienced. There is an expectation within the group that staff undertake on-going training to support their own personal development and also improve their practice within the setting. The staff make use of individual skills and interests in the programme of activities they provide, working very well as a team.

The registration certificate is displayed and the conditions respected. Staff ensure children are well supervised, with sufficient staff in post to maintain the ratio required. 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 investigate the possibility of installing hot water in the toilets, with a thermostatic control. Children are now able to use warm water to wash their hands to prevent the spread of germs. They were also asked to ensure parents give prior written permission for any medication, and to record it afterwards. Systems are now in place to ensure children only receive medication if parents have given written permission, and it is then acknowledged in writing by parents afterwards.

The group was advised to seek advice from the Fire Safety Officer about the recording of fire drills. These are held regularly, recorded appropriately, and children understand the need to leave the building quickly. The names of staff present are recorded to ensure they are familiar with the procedure. The safety officer ensures the staff are kept up to date with any changes and also any health and safety issues which may arise.

## 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):

- ensure the child protection procedures reflect the recent changes and clarify the procedure for allegations against staff
- develop the book corner to make it more comfortable for children to use.

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):

- continue to develop planning and recording procedures to ensure the children's progress is regularly assessed in line with the stepping stones.

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)