

# Gargrave Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	400455
<b>Inspection date</b>	07 June 2007
<b>Inspector</b>	Dawn Bonica Brown
<b>Setting Address</b>	Neville Road, Gargrave, North Yorkshire, BD23 3RE
<b>Telephone number</b>	07960793614 or 01756748377
<b>E-mail</b>	
<b>Registered person</b>	Gargrave Pre-school
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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 outstanding.

### WHAT SORT OF SETTING IS IT?

Gargrave Pre-School is a committee-run pre-school. It opened in 1975 and operates from a purpose-built early years unit in the grounds of Gargrave Primary School, in Gargrave, North Yorkshire. A maximum of 21 children may attend the pre-school at any one time. The pre-school is open each weekday from 08.55 to 11.45 and also from 12.45 until 15.15 on Mondays, Tuesdays and Wednesdays. The pre-school offers a lunchtime facility on Mondays, Tuesdays and Wednesdays from 11.40 until 12.45. All children share access to a secure enclosed outdoor play area.

There are currently 34 children aged from two and a half years to five years on roll. Of these, 25 children receive funding for early education. The pre-school currently supports a number of children with disabilities or learning difficulties and also supports children who speak English as an additional language.

The pre-school employs five members of staff. Of these, three hold appropriate early years qualifications and one is working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are learning the importance of good personal hygiene. They understand why they need to wash their hands at appropriate times because staff explain this to them clearly. Their independence is promoted well through the use of good facilities. For example, a wall-mounted soap dispenser and warm air hand dryer, as well as paper towels, encourage children to wash their hands after using the toilet.

Children remain healthy because staff follow hygiene routines consistently. They are protected from cross-infection because all the staff understand the principles of good hygiene procedures. Documentation to maintain children's welfare is organised and maintained efficiently so that the good health of all children is safeguarded. This is promoted through comprehensive policies, such as the policy for protecting sick children. For example, children who are contagious do not attend. This prevents the spread of contagious ailments and acts in the best interest of all those who attend.

Children's welfare is further protected because a significant number of staff hold current and relevant first aid certificates. This means that they are able to administer first aid promptly in the event of an accident by keeping abreast of current knowledge.

Children are well nourished through well-balanced snacks that include plenty of fresh fruit. They help themselves to drinks of water from a drinks dispenser and enjoy meals as a social activity. Children's special dietary needs are given priority and their allergies are monitored and managed well.

Children are encouraged to be active through regular physical play in a secure environment where they practise skills, such as throwing, catching, rolling, crawling, climbing, balancing, jumping and running on a daily basis. They are gaining further skills in spatial awareness through the use of wheeled toys. Useful equipment helps to promote their fine motor skills. For example, very young children, or those with disabilities, learn to cut a range of materials through the use of special scissors which help to develop the finger and thumb action safely.

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

The provision is good.

Children are protected from harm through a good risk management programme. For example, they play in well-organised, safe premises with finger-guards on all doors and other hazards identified and minimised. Security of the premises is given high priority and children are protected by staff who are vigilant. The exception to this is the monitoring of visitors to the setting, because the system for recording visitors is not consistently applied. The premises are maintained to a high standard of cleanliness and space is used well to promote children's all-round development.

Children play with high quality resources and equipment that are well-maintained and suitable to their ages and stage of development. They are gaining a good awareness of how to keep themselves safe through practising road safety on their regular walks in the community. Other, local hazards, such as the dangers of the canal are brought to the attention of the children. Routine activities, such as selecting food and playing safely, re-enforce children's awareness of how their actions can impact on others. For example, children are given good explanations

about why they should not touch other children's food as well as how to play safely with sand and water.

Children are extremely well protected from abuse through excellent staff training in child protection procedures, good policies and the comprehensive induction of new staff. All the required documentation is well maintained and easily accessible so that staff can act quickly in the child's best interest to safeguard children's welfare.

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

The provision is outstanding.

Children benefit from extremely effective settling-in procedures which ensures that the transition from home to pre-school is a pleasant experience for both children and parents. Children who are new to the setting integrate well, with the support of more established children, who play alongside them, show them the resources that are available and how to use them. All children are fully involved and engrossed in an exciting range of highly innovative and developmentally appropriate play opportunities. They demonstrate high levels of independence and curiosity. Children concentrate well in an environment that is rich in resources and stimulating experiences, making full use of the resources available to them. For example, using the magnifying glass at the interest table to study the tadpoles.

Children use all their senses to actively explore the setting. Younger children benefit greatly from highly effective implementation of the 'Birth to three matters' framework. For example, activities are available to them for the majority of the session so that they return to several activities frequently. This helps them to build on what they already know and boosts their ability to concentrate. Activities are adapted to meet the needs of all children. For example, younger children learn to use the resources for play dough, progressing from simple stamping tools to more complicated equipment as they acquire the skills to use them effectively.

Children demonstrate a lot of confidence and decision making skills as well as effective networking with each other for support. For example, they chat comfortably with each other in small groups then move away to join activities independently. When the need arises, they seek help from other children who understand how to use the equipment. For example, a child who is stuck on the computer consults another child for advice on how to progress.

Children benefit from child-led activities with highly skilled staff intervention to enhance their play. They respond eagerly to adults' interest in them and relate incidents about birthday parties and other points of interest in their lives. This builds their self-esteem, broadens their vocabulary and helps them to recall events logically and in sequence.

### **Nursery Education**

The quality of teaching and learning is outstanding. Staff demonstrate an excellent knowledge of the early learning goals through comprehensive planning, which covers all areas of learning. Children make excellent progress because the teaching is rooted in an expert knowledge of the Foundation Stage. The observations of children's progress are used effectively to guide planning. This helps them to provide the right level of stimulation and challenge for each child.

Staff consistently make good use of their time and resources to support children's learning. For example, resources are used effectively, with highly productive labelling of equipment so that children select and put away toys independently. Activities and experiences for all children

are rich, varied and imaginative so that children gain knowledge and skills through firsthand experiences. Their progress is assessed skilfully through meaningful situations. For example, a child's knowledge of colour is assessed by asking, 'Can you please pass me the blue pencil?'

Group activities are expertly judged to encourage effective participation and are completed before children become bored. Staff are skilled and sensitive in the management of children and their behaviour. Children with disabilities or learning difficulties and those with English as an additional language are exceptionally well supported. The activities and experiences provided for them are extremely well matched to their needs and interests.

Children learn about caring for others and looking after plants and animals through shared activities. For example, all children play a full part in the setting as they take turns to feed the tadpoles. They also help to prepare snacks and support other children by pouring drinks and passing around plates. Children learn about the beliefs and customs of others through participation in child-centred activities relating to festivals.

Children's interest in books is fostered well through provision of a wide selection from which they help themselves freely. They gain a wider understanding of the different purposes for books through the use of reference books. For example, a picture book explaining the life cycle of the frog is well-used at the interest table. Children's understanding of writing for different purposes is linked to a range of activities, which also underpins their ability to link sounds to letters of the alphabet. For example, children bring something from home which begins with a specific letter of the alphabet. This is then used as a focal point for discussion when children talk about their experiences in a group activity.

Children's understanding of mathematics is promoted very well through child-centred activities and the use of a wide range of resources. These include a centimetre ruler, specially calibrated for children's use, as well as sorting, matching, threading, sand and water play. Their understanding of numbers is greatly enhanced through stimulating activities that involve their problem-solving abilities. This is motivated by play with equipment, such as balancing scales, and the use of string to measure and compare. As a consequence, children produce several charts showing the rate of growth, height and weight of a variety of subjects.

Children are highly involved in the use of modern technology. Their use of the computer is spontaneous and purposeful as they concentrate well to achieve their personal goals. Their knowledge and understanding of the world is expertly fostered through following the life cycles of various creatures, such as butterflies and tadpoles. Children's knowledge of the local community is enhanced through meaningful outings to purchase food, such as fruit and vegetables, which helps them to understand where food comes from. They gain further information about the world through visitors to the group. This includes people who help us, such as the dentist, which prompts dynamic play with a huge model of teeth, dressing up in dentists' costumes with masks and dentists' aprons.

Children are gaining an understanding of their own physical needs through routine activities. For example, they learn to eat when they are hungry. This is promoted well through the café type system for snacks. It further promotes children's independence in pouring their own drinks and judging quantities against how hungry they are. They understand what happens to their bodies when they exercise and how to protect themselves in all types of weather. Children's independence at dressing themselves is fostered well as they dress themselves independently in role play, put on their own shoes and coats and select the correct protective clothing for different activities.

Children's creativity is very well promoted through a stimulating range of artistic activities. For example, they experience shapes, mix a variety of colours, compare different smells and textures, enjoy working with collage materials, printing, junk modelling, and experimenting with different materials. They learn about the changing properties of food as they help to prepare fruit and vegetables for their snacks, participate in baking activities and other types of food preparation. Children's experience of musical instruments and music is spontaneous as they use musical instruments when they want to and use a cassette recorder to listen to a variety of sounds. They have a wide repertoire of action songs and well-loved nursery rhymes, which they sing enthusiastically.

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

The provision is outstanding.

Children are valued and respected by caring staff who consistently demonstrate excellent models of behaviour for children to follow. For example, when staff want to attract the attention of all children, they simply hold up their hands until children realise that their attention is needed. Children have an excellent understanding of right from wrong and show a well-developed respect for others. They negotiate with others and take responsibility for their actions, which demonstrates a good understanding of the behaviour that is expected from them. This is successfully achieved because good behaviour is noticed and praised. Behaviour which supports other children, or shows a caring attitude, is especially praised. As a consequence, children are sensitive to the feelings of others and display high confidence and self-esteem. Children's spiritual, moral, social and cultural development is fostered.

Children benefit from activities and resources which help them to value diversity and which reflect the children's backgrounds. They learn to value the differences in people through play in an environment that is rich in resources reflecting positive images of cultural diversity, disability and non-stereotypical images.

Partnership with parents and carers is outstanding. Parents are very happy with the provision. They are highly involved in the setting and in their children's learning. Parents are very knowledgeable about how the setting operates and know where to gain information quickly. They demonstrate a clear understanding of what their children are learning and how they can help them at home. Parents emphasise that the setting is well organised and that the staff are approachable, caring and very professional.

Children's self-esteem and confidence are well fostered because they are valued as individuals. Staff work extremely well with parents to ensure that children achieve their own personal goals within the setting. Children with disabilities or learning difficulties receive exemplary care and education. Those children with English as an additional language make exceptional progress so that they play a full part in all the activities and share the experiences provided.

### **Organisation**

The organisation is good.

Children benefit from care by staff who are well qualified, have a strong commitment to ongoing development and reflect positively on their own practice. They enjoy high quality individual care and attention. Staff put the needs of the children first so they initiate their own learning confidently, using well-organised resources. The setting provides a highly stimulating and welcoming environment which fully reflects the children's backgrounds and the wider community.

Children's welfare is promoted well through good management of documentation, which ensures that the records, policies and procedures which are required to promote their welfare are processed efficiently. Overall, the provision meets the needs of the range of the children for whom it provides.

Leadership and management of nursery education is outstanding. Exemplary management skills underpin a highly efficient and skilful staff team. Continual and rigorous monitoring procedures enable staff to maintain a high standard of teaching. The setting demonstrates a strong commitment to improvement, with clear, achievable goals. They are proactive in keeping abreast of new developments in childcare and extremely effective in the care and education of all children. The setting has achieved exceptional success in its provision for children with disabilities or learning difficulties, so that all children are successfully supported to develop their potential.

### **Improvements since the last inspection**

At the last inspection the provider was recommended to record the dates when policies and procedures are reviewed, provide a written induction procedure for staff and to review children's access to fresh drinking water.

The procedures for protecting children have improved through the implementation of a well-written induction procedure for new staff. The provision for their welfare has improved with an annual review of policies, which are updated to meet the current needs of children attending the setting. The facilities to maintain children's good health have improved with the installation of a suitable drinks dispenser, from which they access fresh drinking water easily.

At the last inspection for nursery education the points for consideration recommended the provider to develop opportunities for the older children to develop their skills in personal and creative development.

Opportunities for children to develop their creative skills have improved to ensure that children's imagination thrives in an environment that is rich in materials and tools which facilitate their creativity. Opportunities for children to gain skills in personal independence have increased as children dress themselves independently, select their own snacks when they are hungry, provide themselves with drinks and visit the toilet independently.

### **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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

## 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 the system for recording visitors is applied consistently.

### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)