

# Appleton Wiske Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	400327
<b>Inspection date</b>	13 June 2007
<b>Inspector</b>	Carol-Anne Shaw
<b>Setting Address</b>	Front Street, Appleton Wiske, Northallerton, North Yorkshire, DL6 2AA
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<b>Registered person</b>	Appleton Wiske Pre School
<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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Appleton Wiske Pre-School is a sessional care facility, managed by a management committee. It is situated in the Village Hall in the village of Appleton Wiske in North Yorkshire. The pre-school has been registered since August 1996 but care has been offered here for 30 years. The provision serves both the local community and several other villages within the wider community.

In recent years the village hall has been refurbished and the pre-school operates in one of the rooms. It is registered to provide care for up to 24 children aged from two to under five years, however, children start attending when they are two-and-a-half years old. There are currently 27 children on roll from two-and-a-half to four years. Of these, 15 children have funded places. There are no children at the group with learning difficulties or with English as an additional language, this can change through the year.

There are four members of staff employed to work directly with the children, three have a Level 3 qualification. There is a parent rota in place for duties. The pre-school has established close

links with the local community primary school. The group is a member of the Pre-school Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children demonstrate a positive attitude to their well-being. The staff work to the clear policies and procedures in place which meet the children's physical, nutritional and health needs. They provide the children with good guidance and support; children gain a good understanding of hygiene and become increasingly independent in their personal care. The older children are confident in accessing the facilities, for example, washing hands before snack time and after creative activities. Children are developing their independence in personal care and are becoming aware of the importance of a healthy lifestyle.

Children have good opportunities to extend and develop their physical control in the well organised daily indoor and outdoor experiences. Physical skills are extended and supported with good access to the hall and outside play opportunities, use of music and movement and the ability to use a wide variety of tools and resources. This is supported by the staff having a good awareness of individual children's development through observations and assessments. They have a very good understanding of how children develop physically. They encourage and support children to try out new skills, the children are confident and able to set their own limits within the safe environment. For example, when climbing and balancing on the large equipment they show concern for the younger children. The children develop a positive attitude to physical exercise. They enjoy using the outdoor area with its changing challenges. Children use the outside area to effectively support their physical development.

Children have a good range of healthy options, enjoying a choice of fruits and other healthy foods at snack time. The children learn about why they eat healthy foods and how it relates to their bodies. Effective liaison with parents ensures children's individual dietary needs are fully met.

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

The provision is good.

Risks of accidental injury to children are minimised because staff are vigilant and use good risk assessment systems to reduce potential hazards. The children learn about protecting themselves, for example, they tidy away toys from the floor to prevent tripping hazards.

Children access a wide range of good quality, safe and suitable toys, resources and equipment, all very appropriate to their age and stage of development. The equipment is suitably set out to enable children to make choices. However, in some areas staff do too much for the children, limiting opportunities for children to self select. For example, some creative activities are set out for the children with all the required resources, limiting their creative development.

Children are very well protected by staff who overall have a good understanding of the child protection policies and procedures. All staff have attended training and are fully aware of their responsibilities relating to safeguarding children and give priority to children's welfare.

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

The provision is good.

The children are settled and happy in their surroundings. They enjoy their time at the group. Children develop effectively because staff are confident and skilled in using their knowledge and understanding to promote children's development. The staff are motivated and interested in the children as individuals. The good staff ratios enable children to have effective adult support.

The children arrive happy and eager to participate, they part from their parents and happily say goodbye. Key staff know the children well and are sensitive to their individual needs. The close and caring relationships are increasing children's trust and help them develop confidence and build self-esteem. Children's communication skills are well supported through good adult-child interactions. Children are beginning to make sense of the world and express their ideas, through lots of different planned activities and free play that supports children's learning.

There is a positive bond and appropriate physical contact between the younger children and staff, which increases children's well-being and sense of self. There are opportunities for the children to express their ideas and be involved with a wide variety of activities and experiences. The children enjoy the many play activities and explore paints, textures, music and songs. Overall, this provides the children with an environment which promotes development and good care. The group progresses the development of the under threes; assessments of progress are completed, however, these are not linked to the 'Birth to three matters' framework. The staff have completed training in this area and are aware this is the way forward to enable a systematic approach to assessment and planning for this age group.

### **Nursery Education.**

The quality of teaching and learning is good. Staff demonstrate a sound knowledge of the principles of early years education and use the Foundation Stage to ensure all areas of children's learning are developed through play. They plan and provide effective and realistic challenges for the children. The activities are well organised and supported with relevant resources and equipment. A good range of teaching methods are used, this ensures children learn across all areas of the curriculum. Children are motivated, confident, self-assured and keen to participate. This is promoted by the staff's enthusiasm and interest in them. Children work well together and follow simple rules to support sharing and safety. The more able children assist others in accessing resources, helping with activities and to tidy away the equipment and resources.

They use their imagination in role play situations, for example, a group of children play at making dinner, with lots of stirring of pans and serving out onto plates. They use their creative play to demonstrate their sense of the world around them. There are displays of the children's work, showing a variety of resources and methods used by them, such as collage and free painting.

Children communicate and express themselves very well with each other, staff and visiting adults. Interaction is appropriate and staff encourage children to share their experiences at circle time. Children are developing their language and thinking skills as well as confidence and independence. They use resources for mark making in their play, and learn to recognise letters through displays, labelling and books. Children are gaining confidence in their mathematical language. They use numbers and solve simple problems in their every day activities, for example,

how many cups are needed for their table at snack time. They learn sequencing through patterns and sorting the bears into colour and size.

Physical skills are extended and supported with good access to outside play opportunities. The children enjoy the outside area, this is an area that is not fully used to support all areas of the curriculum. The staff are aware this is an area for development. The use of music and movement, access to instruments and ability to use a wide variety of tools and resources support children's development. Children explore and investigate their surroundings through a variety of activities, for example, a trip to the Sea Life Centre supported children's understanding of the sea and beach for their topic. Children access resources to support their understanding of technology.

The assessment of children's learning is comprehensive covering all aspects of learning. This is done by the key workers who know the children very well and their individual needs. The range of activities provide appropriate support and challenge for the children overall. Assessments are used fully to effectively plan for the children's next steps in their learning, for all children. This ensures suitable challenge is available for all children to extend their skills. There are no children attending with learning difficulties or children with English as a second language, However, systems are in place to support all children. The planning for all children is effective and builds on what children know and can do.

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

The provision is good.

Parents and children are welcomed into the setting. The staff value children's individuality and respect parents' views and contribution to the care provided. Younger children's home routines are fully discussed and staff support them appropriately. The children's behaviour is very good, the staff show a consistent and caring approach to managing behaviour. The older children follow simple rules and know the routines and boundaries in place. Children share and show respect for others, they take turns and show good manners, saying please and thank you. They learn to negotiate and take responsibility for their own behaviour. The older children support the younger children

Children have opportunities to learn about the world about them, through topics and resources that promote diversity in all areas. Their own culture and the cultures of others are effectively supported with a good range of activities and resources. As a result, children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. The key worker system provides parents with a consistent contact on a daily basis. The very good partnership with parents contributes significantly to children's well-being in the group. Parents' views are sought through discussion on a regular basis throughout the time they attend. Effective systems are in place to ensure all parents are kept informed of how their child is progressing in their development and learning. Children benefit from the involvement of parents in projects and topics, which contributes to their good health, development and learning.

### **Organisation**

The organisation is good.

Children's care is enhanced by the management of the setting on a daily basis. The good organisation of the pre-school provides a welcoming environment for children to play and learn. There is a wide range of very suitable policies and procedures in place to support the



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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 all committee members are vetted as a priority and the documentation to support this is available for inspection
- develop the assessment and planning for the younger children, for example, linking to the 'Birth to three matters' framework.

#### 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 the outside area to support the curriculum in all areas of development
- support children's creativity through the free access to a range of creative materials, enabling their individual creativity.

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)