



North Duffield Under Fives

Inspection report for early years provision

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Inspector Christine Snowdon

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Registered person North Duffield Under 5's Committee
Type of inspection Integrated
Type of care 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

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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?

North Duffield Under Fives is a voluntary, committee-run pre school provision. It has been registered to provide full day care since July 2002. The group operates from the local sports pavilion in North Duffield. Facilities include; a main playroom, creative area, kitchen and toilets. There is a newly constructed enclosed play area for outside play. The provision serves the village and local communities. A maximum of 24 children may attend the setting at any one time. Their current operating times are;

Monday to Friday term time only 09.15 to 11.45, with an optional lunch club from 11.45 to 13.15. Rising fives sessions run on Tuesday and Thursday afternoons from 13.15 to 14.45.

There are currently 33 children from 2 years to 5 years on roll. Of these 26 receive funding for nursery education.

North Duffield Under Fives employ five staff. Two staff, including the manager hold a level 3 childcare qualification and a further two are working towards a qualification. The setting receives support from the Early Years Development and Childcare Partnership and they are members of the Pre School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean environment and some good health and hygiene practices are in place. As the property is shared with other community group's the staff start early to clean and check areas before children arrive. Tables and food preparation areas are cleaned down before use, and all children's lunch boxes are stored in the refrigerator. Children develop a generally good awareness for personal hygiene and independently wash their hands before meals and after toileting. However, these arrangements are only satisfactory as children use shared water for hand washing. The children's health is further promoted by all staff being first aid trained. A range of policies and procedures are in place and the majority are completed appropriately.

Children benefit from a varied range of healthy and nutritious snacks. They enjoy fresh fruit and vegetables, bread sticks, cheese and crackers. Children choose either milk or water to have with their snack and pour it themselves. They show awareness of the importance of drinking during warm weather and independently access fresh drinking water throughout the session. Those staying for lunch club enjoy the social time together eating at their own pace and chatting to staff.

Children enjoy and benefit from the good opportunities for outdoor play. They are developing good levels of co-ordination and skills for balancing, running, jumping, climbing and using wheeled toys. Children are confident to try out new challenges such as, building an obstacle course with the newly acquired sports equipment. Children competently use a wide range of small equipment which includes scissors, glue spreaders and tools.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm welcoming environment where risks are identified and minimised to keep children safe. The defined learning areas are organised well

and children move freely and safely whilst making independent choices. Resources are stored safely and invitingly to encourage children's growing independence. They self-select from a good range of equipment that is clean and meets the safety standards. Risk assessments are carried out on a regular basis and safety equipment is used effectively. For example, door buffers ensure children cannot lock themselves in the toilet area or trap their fingers.

Staff effectively maintain good levels of security and ensuring collection procedures are adhered to. The building is locked and secure when children are present and admittance is by staff only. Parents notify staff of any changes in collection and this is clearly recorded by staff. These policies and procedures are followed to ensure the children are safe and secure.

Children learn how to keep themselves safe from danger whilst still enjoying freedom and independence. They help to clear away obstructions and resources from the floor and play areas, take turns on the climbing frame and know not to run indoors. Through role play they show an understanding of safety in the home. For example, a child explains that whilst they can iron at playgroup they have not to touch mummies or they will get burnt.

Children are protected by the staff who have a basic understanding of child protection issues gained through training. However, the setting has only recently obtained the documentation from the Area Child Protection Committee. Therefore not all staff are fully conversant with its policies and procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very settled and happy in the setting and enter the group eagerly on arrival. They are very confident, most are able to toilet themselves whilst younger ones know to ask for help from staff. They decide when to take their mid-morning break, choose from a selection of snacks and pour their own drinks.

Children remain happy and fully engaged throughout the session. They benefit from the free-flow organised learning areas and use them effectively. They concentrate well, and often re-visit and complete their work. For example, children leave their art work to go and have snack then return later to complete their picture.

Staff plan a good range of topics that all children take part in and enjoy. When learning about holidays they are eager to share experiences through discussion, and bring back postcards to pin on the wall map. Playing in the sand with the shells they talk about trips to the beach and building sandcastles. Children examine and compare the sea shells as staff explain that creatures live in them and they are spiral in shape. They know to listen carefully to see if they can hear the sound of the sea as they hold them to their ears.

Nursery Education

The quality of teaching is satisfactory. Staff use their knowledge of the foundation

stage to help children develop skills in most areas of the curriculum. They create a well-organised, stimulating environment that promotes children's learning. Staff have very good relationships with the children and encourage them to share their experiences and ask questions. However, the staff's lack of effective and open ended questioning results in missed opportunities for children to extend and reinforce their learning. Staff are becoming more involved in the planning and most take part in the children's assessments. However, the current system does not ensure that planning covers all aspects of the curriculum, and the assessments are not used effectively to plan for the next steps in children's learning.

The children have good levels of independence and are interested and motivated learners. They are very confident in the setting, select their own resources and instigate their own play. They use language effectively to share their experiences with staff and one another. Children show an interest in books, accessing them independently and handling them correctly. They use the resources for mark making in their play, make lists, mimic the inspector with a pencil and note pad and attempt to write their name on art work. The labelling of letters and numbers in the provision help children to understand that print carries meaning. However, there are insufficient opportunities for them to see and use their own name or link sounds to letters. Children show some awareness of mathematical understanding as they recreate simple sequences and patterns. They use mathematical language to compare whose tower is the tallest and if the chairs are the same size. However, only occasionally do they count, calculate or use mathematical numbers in everyday play situations. Children move freely and confidently both indoors and out. They enjoy the physical challenges outdoors as they climb, run, balance and use wheeled toys. They have very good design and creative skills, selecting their own resources and using their imagination and initiative. They concentrate well and produce some very good art work using a wide variety of mediums and re-cycled materials.

Helping children make a positive contribution

The provision is good.

Children behave well due to the staff's consistent approach and effective use of praise and encouragement. They have strong and trusting relationships with staff and developing close friendships with their peers. As a result they play well together, share equipment, take turns and respond appropriately to staff requests. For example, a child becomes annoyed when another wants to help them build their tower. Staff suggest they ask first, which results in the child agreeing and they work together to complete the task. Staff then praise and compliment the children for their co-operation and achievement.

All children are welcome, valued and respected by staff. Effective systems are in place which staff follow to ensure the children's individual needs are met well. Children develop a positive attitude to others as they learn about their local and wider community through topics, visitors into the setting, trips and outings. They have access to a good range of resources which show positive images of culture, gender and disability. As a result the children's spiritual, moral, social and cultural developments are met.

Partnership with parents is good. Children benefit from the positive and friendly relationships between parents and staff. Parents take an active role in their children's learning through the rota duty, sending in items for the topic work and accompanying them on trips and outings. They receive detailed information through various sources including, newsletters, notice boards, policies and procedures. A basic overview of the foundation stage is included in the newsletter and parents receive a written report on their children's progress and development.

Organisation

The organisation is satisfactory.

Children benefit from the staff's commitment to training and improving the provision. Staff use equipment effectively and imaginatively to create defined areas of learning. This promotes free-flow play and encourages personal independence and choice. Children receive good levels of support from the staff who consistently interact and support them. As a result, children are secure and confident in their play. The committee and staff have worked together to update and improve the settings policies and procedures. However, the child protection policy still lacks necessary detail and staff do not have a clear understanding of this.

The leadership and management of the educational provision is satisfactory. The staff team have had several changes in personnel, and are still developing their defined roles and responsibilities. The management are very supportive and take an active role in the setting. An appraisal system is in place which identifies staff training and development needs, and these are generally provided for. Staff attend Foundation Stage training and are becoming more involved in the planning of the curriculum. Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

The group have made some improvements to the child protection policy since the last inspection. However, it fails to set out clearly what procedure they will follow in the event of an allegation being made towards a member of staff or volunteer. This remains an issue to be addressed at this inspection.

In line with recommendations made at the last inspection of nursery education, staff have developed their knowledge and understanding of the Code of Practice on the Identification and Assessment of Special Educational Needs. Children now have more opportunities to talk to adults during the session, they do so whilst engaged in their play and during snack and lunch times.

Complaints since the last inspection

Concerns were received against Standard 1; Suitable Person. The provider was asked to investigate the concerns and submit an investigation report. A report was received and the provider remains qualified for registration.

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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):

- improve the children's hand washing arrangements to ensure good hygiene practices are carried out
- ensure parents sign the records of medicines administered to acknowledge the entry
- improve the child protection policy and ensure all staff have a sound knowledge of child protection procedures.

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 there are sufficient opportunities throughout the session for children to count, calculate, recognise and use numbers in everyday play situations
- further develop opportunities for children to see and use their own name and link sounds to letters
- develop effective systems to ensure the planning covers all aspects of the curriculum, and the assessments are used effectively to inform future planning in order to meet children's individual learning needs.

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