

# North Cave Pre-school

Inspection report for early years provision

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**Unique Reference Number** 314685  
**Inspection date** 17 October 2007  
**Inspector** Jackie Phillips

**Setting Address** Village Hall, Westgate, North Cave, Brough, North Humberside, HU15 2NJ  
**Telephone number** 07968 239303  
**E-mail**  
**Registered person** North Cave 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 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?

North Cave Pre-school is a well established group that registered in 1990. It provides sessional care in the village hall of North Cave, within the East Riding of Yorkshire. It is run by a volunteer, parent committee with a supervisor responsible for the day to day operation of the provision. The group has use of a main playroom and access to an additional room that is used for physical play activities. Toilet and kitchen facilities are situated within reach of the playroom and there is an enclosed area at the rear of the premises for outdoor use.

The group is registered for 24 children between the ages of two to five years. Session times are Monday to Friday from 09.15 to 11.45 and Wednesday afternoon from 13.10 to 15.10, during term time only. The afternoon session is specifically for those children who are rising fives and will be starting school the following academic year. A lunch club operates on a Tuesday and Thursday between 11.45 until 13.10. Children attend for a variety of sessions each week and come from the local community and a wide surrounding area. There are currently 21 children on roll, including 15 children in receipt of funded nursery education. The group supports children with additional needs and those who use English as a second language.

There are six members of staff employed at the setting. One is working towards a relevant level three qualification and two towards a level two qualification. The group is a member of the Pre School Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are involved in routines to raise their awareness of personal hygiene. For instance, they use a bathroom area, sometimes independently but more frequently supervised by adults. Liquid hand soap and disposable paper towels enable children to understand about effective hand washing practices that reduce the risk of cross infection. However, this practice is not consistently followed through, for example prior to children having their mid session snack.

The majority of staff hold valid first aid qualifications. Medical supplies are available which means children's injuries can be responded to, reducing risk and trauma. Parents provide their written consent for the setting to seek emergency medical advice or treatment and for medication to be administered. When children show signs of not being well whilst at the setting, parents are contacted. Verbal information or displayed notices inform parents of infection or illness. A sick child policy is not yet established.

There is an enclosed outdoor area available for children to use during dry weather conditions. They are involved in regular exercise as part of the routine. For example, an indoor area is provided for physical play enabling children to ride bikes or use climbing or crawling apparatus. An adjacent hall is used for additional activities, where children can be active, for example, using bats and balls, engage in team games and develop skills of balancing, throwing and catching.

Each session children are able to independently access a drink of water. This practice ensures they do not become thirsty. Mid session, a group snack is organised, where children can choose between milk or water to drink. They are offered a biscuit with healthy alternatives available, such as fresh or dried fruit. During the week some children remain at the setting to stay for a packed lunch provided by their parents. This helps children prepare for school and involves them in a social mealtime with friends.

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

The provision is satisfactory.

The setting is well prepared prior to the arrival of children. This means the environment looks attractive and stimulating, encouraging children to be motivated to play and learn. Children contribute their art work to large display boards, often being able to choose where to place their pictures. This raises their self-esteem and helps them to feel part of the group. The broad range of resources that children use are in good condition. They are able to make requests for toys they need, although opportunities to self-select, make independent choices and decisions, are limited.

During arrival and departure times children are closely monitored to ensure their safety. The premises are secure to avoid them leaving unsupervised or unauthorised access. Children know what to do in an emergency because they share in the practising of the evacuation procedure. Some potential hazards are currently evident. These include a bolt to one toilet door accessible

to children, curled edges to tarpaulin protecting the floor and stacked adult chairs in various areas around the setting that children use.

In the past staff have attended child protection training. There is written guidance in place that adults can use for referral. Records are kept of children's accidents and injuries they sustain, either within or away from the setting. Information is shared with parents. Written parental consent is obtained for any outings that children attend. However, operational procedures are not yet fully established. The setting has a written child protection policy, although this does not include the procedure to follow if an allegation was made against a member of staff or volunteer.

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

The provision is satisfactory.

All children enjoy and achieve through a varied and interesting range of activities. For example, they construct, use puzzles providing varying degrees of challenge, participate in role play and use natural, tactile resources, such as sand and playdough. They are involved in a range of creative activities that include collage and painting using different techniques, such as sponge printing. Children use tools, including scissors, pencils and crayons to practise and refine co-ordination between hand and eye.

The routine of the session is planned to meet children's needs and support development. They are able to play alone or within small or large groups. A reasonable balance of child initiated and adult led activities promote children's early education. There are however, limited opportunities for children to make diverse choices from a wide range of resources and activities during each session. Planning does not consistently take into account the age range of children attending. For example, the setting has yet to implement the 'Birth to three matters' framework for the youngest children.

### **Nursery education**

Attention is given to meeting the needs of the older children by the provision of a weekly 'rising fives' session. A range of focussed activities, particularly involving pencil control and games with a specific learning objective, take place. Children learn to co-operate and collaborate with others through, for instance, a whole group activity involving sharing the range of resources. Individual children demonstrate social skills, for example finding a dressing up outfit for a friend to wear during imaginary play.

Children enter the setting confidently and are enthusiastic to learn. They find their name cards as part of the registration process and have the opportunity to repeat this at snack time. This means they are developing confidence at recognising familiar letters and written words. Children use tools and resources competently, including larger pieces of equipment, such as bicycles. They use space well and navigate around objects with ease.

Quality of teaching and learning is satisfactory. Learning takes place using a thematic approach. This develops links in children's learning, for example, through creative work, stories, books, music and games. An interesting exhibition table is well placed to invite children to observe and handle associated topic books and items of interest. Parents and children are able to make contributions from home, sharing the learning experience.

A monthly organised music session fosters children's creativity and expression. They know a range of action and number rhymes and sing confidently. Children are learning to count, although there are few occasions to develop mathematical understanding involving calculation and problem solving through spontaneous events. They use a computer and programmable toys to raise awareness of information and communication technology. Children observe, discuss and record their findings regarding days of the week and weather conditions.

Children learn about their community from visitors to the setting and outings, including those to the local school. They recall past events in their lives and enjoy discussions with adults. They regularly take part in fund raising events and perform concerts for parents annually. Adults use of open ended questioning provides opportunity for children to share their thoughts and ideas. Lively story and singing times develop language and vocabulary skills and warm relationships are evident between adults and children. Regular observations are used to monitor and assess children's progress. The team are currently developing more effective ways in which their observations are used to plan for the next steps in children's learning effectively and coherently.

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

The provision is satisfactory.

Children contribute at tidy time helping to care for their environment. They respond by hearing a piece of pre recorded music to alert them to the change of routine. Each child has a named peg on which to hang coats or other personal items. Children's photographs are displayed within the setting, helping them to feel valued. They learn about the wider world through a range of resources and the celebration of festivals, such as Hanukah and Divali. Visitors to the setting are invited to share their knowledge and skills with children. For example, the local Vicar and dental hygienist. This enriches children's learning experiences.

Adults support children as they learn social skills, such as sharing and taking turns. Children behave well and respond appropriately when adults sensitively intervene to deal with disputes that occasionally occur. A fully inclusive environment operates where children are respected as individuals and their special needs acknowledged, for instance those with specific dietary requirements. The setting works with parents, carers and outside agencies to support children's additional learning or communication needs. This means children are able to make progress to reach their full potential. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is satisfactory. A verbal exchange of information regularly takes places. For example, informing parents of documents, such as the setting's range of policies and procedures. Parents are invited to stay at the setting as volunteer helpers, which supports a working partnership. There are newsletters, photographs and displayed notices to inform parents about activities that are available for children. Written information to enhance their understanding of the intention of the early years programme and its impact on children's learning, is currently not shared effectively.

### **Organisation**

The organisation is satisfactory.

There are satisfactory recruitment procedures established to ensure adults who provide care for children are suitable to do so. Team members demonstrate a commitment to training and professional development. For example, some hold recognised childcare qualifications and

others are working towards achieving qualified status. This includes the supervisor who is working towards a level three qualification which adults in a supervisory position must achieve.

The space available for children to use is utilised sufficiently well. It includes, for example, areas where children may engage in physical play, be creative or rest and relax. There is a range of written policies and procedures to support the overall operation and management of the setting. These are not well organised, effectively shared with parents or have been reviewed and updated for some considerable time. The complaints procedure does not contain required information and a record of complaints has not been securely established to share effectively with parents on request. This is a breach of regulation.

Leadership and management is satisfactory. Team members work well together and positively respond to direction from the supervisor. Meetings are held to discuss children's progression and plan learning activities. The supervisor leads by example and supports the professional development of the team. She is committed to promoting an inclusive environment where every child matters. However, a clear system is yet to be established to monitor and evaluate the quality and integration of care and education to improve the outcomes for children. Overall, the provision meets the needs of the range of the children for whom it provides.

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

At the previous care inspection four recommendations were made. These were in relation to improving the safety and protection of children. The provision now has in place a procedure to follow in the event of a child being lost. A system to record medication to be administered to children is in place and parental consent is gained for the seeking of any necessary emergency medical advice or treatment. This satisfactory action has improved the safety of children. Issues remain regarding the safe storage of adult chairs around the setting and inclusion, within the child protection policy, of the procedure to follow if an allegation was made against a member of staff or volunteer.

Three key issues were raised following the inspection for funded nursery education. Improvements have been made to the organisation of the weekly rising fives session to encourage children to make choices and direct their own play. The computer is now located within a new work station, specifically designed and presented for children to access more comfortably. More continuous opportunities are available for children to express their independent creativity. For example, they regularly mark make spontaneously using a varied range of resources and have access to creative activities including those which are adult led.

### **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.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- devise and implement a policy for sick children
- ensure operational procedures are established for the safe conduct of any outings provided
- ensure the setting's written child protection policy contains the procedure to follow in the event of an allegation being made against a member of staff or volunteer
- improve the outcomes for children under three by using an approach in line with the 'Birth to three matters' framework
- ensure adults in a supervisory position gain a level three qualification appropriate to the post
- improve the setting's written complaints procedure to include required information and establish a log to record complaints that relate to the National Standards. Share these effectively with parents.

#### 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):

- encourage children to use developing mathematical ideas and methods to calculate and solve practical problems
- develop ways in which parents can be better informed of the content of the setting's education programme and its impact on children's early learning
- develop the monitoring and evaluation process of the provision to ensure clear directions are set to improve the organisation of care and nursery education and improve the outcomes for children.

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)